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ABSTRACT

The effects of participation in school activities on personality development and school orientation of 470 handicapped (learning disabled, emotionally handicapped, and educable mentally retarded) adolescents was compared with 1,162 nonhandicapped students. Questionnaires were completed by 209 teacher-sponsors of school activities and 217 classroom teachers and by the handicapped and nonhandicapped students (both participants and nonparticipants). Data revealed that teacher non-sponsors viewed activities as more formidable and inaccessible for handicapped youth than teachers working in activities. Level of experience and expertise in special education had no effect on teacher views. Nonparticipating students indicated that did not join activities because membership was unimportant to them and activities were not relevant to their interests. Black and Mexican American Ss indicated a stronger desire to participate in school activities as compared to White Ss. Nearly all of the nonparticipants, including handicapped Ss, indicated that handicapping condition was not an important determinant of participation. Agreeing that interpersonal relations and personal growth were the most important benefits of participation, participants did not appear to differ in their outlook toward school activities by sex, ethnicity, or handicapping condition. Further, minority handicapped students did not differ markedly from adolescents in general relative to the importance of factors affecting participation. (Author/CL)

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Final Report

Project No. 023GH10029
Grant No. G008101606

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A STUDY OF RELATIVE INFLUENCE OF FACTORS UNDERLYING THE PARTICIPATION AND EXPECTATIONS OF MINORITY HANDICAPPED ADOLESCENTS IN SCHOOL ACTIVITIES

December, 1982

U. S. DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services
(Special Education Programs)
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ABSTRACT

A Study of the Relative Influence of Factors Underlying the Participation and Expectations of Minority Handicapped Adolescents in School Activities

Culturally different adolescents who are also handicapped represent a special group for which unique services must be provided. There is a significant lack of research data from which educators can develop policy and make educational decisions in providing an appropriate and effective education for the minority handicapped adolescent.

The research project described herein attempted to assess the effects on personality development and school orientation of participation in school activities by Black, Mexican American, and White youth. Its particular focus was on the learning disabled, the emotionally handicapped, and the educable mentally handicapped adolescent. The discussion is based on a representative sample of the views of teacher-sponsors of school activities (n = 209), classroom teachers in general (n = 217), and adolescents (n = 1,632). Four-hundred-seventy were handicapped (306 White, 68 Black, and 96 Hispanic) and 1,162 were nonhandicapped. This final report describes (1) the expectations that teacher-sponsors and teachers in general have about the participation of handicapped youth in school activities; (2) the relative influence by sex, ethnicity, and type of handicap of personal background, attitudes toward school activities, expectations of peers, and beliefs toward self and others, respectively, upon adolescent participation in school activities; and (3) the parameters of school activities that influence either participation or non-participation in school activities of adolescents by sex, ethnicity, and type of handicap.

A separate self-report questionnaire, comprised of individual descriptive items and summated Likert scales, was developed for each of the four constituencies whose views were assessed: teacher-sponsors of school activities, teacher-nonsponsors, adolescent participants in school activities, and adolescent nonparticipants in school activities. Seven high schools in the Phoenix Union High School District participated in this study.

A summary of the data indicates that teacher nonsponsors see activities as more formidable and inaccessible for handicapped youth than do teacher-sponsors who are working with youth in activities. Level of experience and expertise in special education have no effect on views of teachers toward participation in school activities for both students in general and handicapped students.

The data related to perceptions of nonparticipants in school activities reveal that the adolescents have positive attitudes toward school activities, but do not join because membership is unimportant to them, and many perceive existing activities as not being relevant to their personal interests. They perceive school activities as accessible, but uninteresting. Black and Mexican American youth indicate a stronger desire to participate in school activities as compared to White youth. However, the minority youth also feel more constrained toward joining activities because of other commitments to both work and family as compared to White youth. Almost all of the nonparticipants, including handicapped students, indicate that handicapping condition was not an important determinant of participation.

Adolescents who participate in school activities agree that interpersonal relations and personal growth are the most important benefits of participation. Many participants are active in two or more activities and are impeded from greater participation by other commitments, e.g., work and family. Adolescent participants do not appear to differ in their outlook toward school activities by sex, ethnicity, or handicapping condition.

Minority students who are handicapped do not differ markedly from adolescents in general relative to the importance of factors that affect their participation in school activities. Future school plans--youth's aspirations for further education--is the best single predictor for both groups.

Final Report

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I. INTRODUCTION AND RATIONALE

Statement of the Problem

The 1954 Supreme Court mandate to end segregated education based on ethnic origins inspired hope among handicapped young people that they, too, would enjoy equal access to the resources of the public schools. Why should not the due process and equal protection clauses of the Fourteenth Amendment function on behalf of the handicapped? The passage in 1975 of the "Education for All Handicapped Children Act", Public Law 94-142, signified the extension of the civil rights legislation for which they had been waiting (Pittenger & Kuriloff, 1982). Public Law 94-142 promised the handicapped that the opportunities schools provide for academic and social growth would now be available to them.

Public schools are among the most significant institutions in America, and ostensibly, they exist to help young people cope with complexities in the world beyond their family by offering specific instruction in literacy, science, technology, fine arts, humanities, and so forth. Schools today are also asked to be agencies for conveying to young people the values, attitudes, and beliefs that underlie concepts of social justice; however, schools have traditionally served to sort individuals according to their abilities to achieve in the industrial world, and this function is still extremely important. During elementary school, for example, children are expected to internalize the motivation to achieve and are selected for high school programs on the basis of that capacity. In high school further differentiation occurs as career aspirations, which stem partly from the encouragement of parents, peers, and teachers, lead youth to choose specific goals.

Although one of the basic purposes of the high school is to provide opportunities for all students to develop their talents, its resources generally have been organized to reward the adolescent who has learned to fulfill the roles expected by teachers, to be goal-directed, to understand what is required for success, and to have developed reasonably strong expectations of succeeding. Successful students plan their study periods effectively, show interest in school work, persist in completing assignments, and are diligent in pursuing high academic standards. And these youth usually have learned to accept authority, to be socially mature, cooperative, and sensitive about the rights and feelings of others. As a consequence of the civil rights movement in general and PL 94-142 in particular, minority and handicapped youth today possess the same opportunities to develop their skills and to engage themselves fully in school activities. But competition is so much a part of the school environment that these youth may, in fact, lack the background experiences and preparation necessary for participation in sports, honors programs, student offices, academic and social clubs, and other school activities that foster good citizenship and, in turn, promote an orientation toward academic attainment. Neither minority nor handicapped youth have had models among parents, peers, or teachers to encourage and help them acquire expectations and aspirations regarding school activities.

What, then, are the particular "challenges" faced by youth who have been traditionally underserved by the American high school? Specifically, what challenges face the adolescent who possesses both ethnic minority and handicapped status? Special educators insist that providing an appropriate and effective education for minority group students who are both exceptional and who come from culturally diverse backgrounds must be a major concern of educators in the 1980s (Baca, 1980). Unfortunately, extant knowledge is wholly insufficient to describe what generalizations might be drawn from the current experiences of these young people or what steps might be taken to augment their orientation toward schooling. The research project described herein, therefore, was designed to investigate these issues. It is a report about the effects on personality development and school orientation of participation in school extracurricular activities by Black, Mexican American, and White youth. Its particular focus is on learning disabled, emotionally handicapped, and educable mentally handicapped adolescents. The discussion is based upon a representative sample of the views of several hundred teacher-sponsors of school activities, classroom teachers in general, and adolescents. It describes (1) the expectations that teacher-sponsors and teachers in general have about the participation of handicapped youth in school activities; (2) the parameters of school activities that influence either participation or nonparticipation in school activities of adolescents by sex, ethnicity, and type of handicap; (3) the relative influences of sex, ethnicity, handicap severity, personal background, attitudes toward school activities, and beliefs toward self upon adolescent participation in school activities.

Rationale

School extracurricular activities. Table 1 indicates that in both 1972 and 1980 three-fourths of the high school seniors in America participated in at least one nonathletic school activity. And approximately half of the youth participated in an athletic activity. Table 1 is drawn from a survey of 58,000 secondary school students, which was conducted by the National Opinion Research Center under the direction of the National Center for Educational Statistics (NCES, 1981). The data presented in Table 1 emphasize empirically

Table 1
Percentages of 1972 and 1980 Seniors who Participated Actively or as a Leader in Various Organized Group Activities, by Sex*

Activity 1/	1972 Seniors			1980 Seniors		
	All seniors	Male	Female	All seniors	Male	Female
Athletic teams	45	58	32	52	64	41
Pep club, cheerleaders	17	5	29	15	5	25
Debate, drama, band, chorus	33	27	39	36	28	44
Hobby clubs	19	24	13	23	27	19
Honor Society	14	11	18	17	14	20
Newspaper, yearbook	20	15	26	20	15	24
Science, history, or art clubs	26	20	31	24	19	28
Student government	19	18	21	18	16	21
Vocational education clubs	22	15	29	23	19	27
Any of the above except athletics	73	67	80	75	69	81
Community youth clubs	NA	NA	NA	22	24	21
Church groups	NA	NA	NA	39	35	42
Junior Achievement	NA	NA	NA	6	6	6

1/ Descriptions are abbreviated. The survey items were slightly different in 1972 and 1980.
NA indicates information not available.

*From NCES (1981)

that school extracurricular activities are important to adolescents. School extracurricular activities, therefore, have been selected as the target of concern of this investigation because of their significance in the social lives of adolescents. The question, of course, is whether they are a significant factor in the personal development of handicapped youth?

High school extracurricular activities rose to prominence during the 1920s. John Dewey's philosophy of "learning by doing" encouraged educators to create "community" experiences within the high school environment. The adolescent, Dewey (1909, p. 14-17) said, ought "to be judged by the same standards in the school as the adult in the wider social life to which he belongs." Extracurricular activities would provide a means by which youth could develop social skills. Extracurricular activities would offer young people opportunities to attain independence from adults. Peers would offer adolescents new patterns of reciprocity; they would react to one another's thoughts, feelings, expectations, and demands. Peer interaction would encourage examination of new values and friendships. The continuous feedback adolescents would receive from peers would help them develop a sense of personal autonomy and achieve consistent and stable role identities. Furthermore, extracurricular activities, especially of small size, would provide occasions for intimacy, informality, concentration on shared goals, feelings of accomplishment from using one's talents, developing a skill, or attaining public approval. A half-century of experience reveals that high school extracurricular activities have fulfilled the objectives that educators set forth. Participation in school extracurricular activities today offers adolescents opportunity to practice and learn mature social skills in a benign and supportive cultural context.

Self-concept development. The rationale for analyzing the effects on personality development and school orientation of participation in school extracurricular activities is grounded in a series of assumptions about self-concept development: (1) Belief systems, comprising attitudes and perceptions toward self and others, constitute a hierarchy of increasingly abstract levels. Concrete beliefs pertain to specific individuals; more abstract beliefs or implicit theories about groups are often stereotypic. (2) Participants in the school environment function together more effectively when the beliefs that they hold about characteristics of other persons are accurate and based on actual experiences with others.[1] (3) The developmental process resembles that of inductive reasoning; generalities are formed as situations recur and present common elements to be categorized. Images of "who I am" and "who others are" emerge out of myriad discrete acts which are successively integrated to form a hierarchy of belief systems, which become relatively more stable at increasingly integrated levels. Inferences derived thereby become global feelings of either positive or negative self-esteem. The developmental process is largely cognitive, and one major aspect of it--reflecting appraisals--is theoretically relevant for our purposes. Cooley (1902) noted that the reactions of others function like a mirror in reflecting toward a person images of self, and he described the appraisals that a person thus obtains as constituting the "looking-glass self." Mead (1934) subsequently detailed the extent to which belief systems are affected by interpersonal behavior. An individual's initial response to any situation, he said, is to "define" it; that is, on the basis of expectations of judgment and actions, to assign and categorize role characteristics both for oneself and others.

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[1] Individuals attain conceptual bases for establishing the characteristic of themselves and others by using data in generalized form. Images of social reality are preferably based on direct experience and systematic, analytic reasoning. Effective generalizations may be contrasted with stereotypes or faulty generalizations, which often are derived from hearsay, rumor, or anecdote. A stereotype may indeed contain a "kernel of truth," but when it is induced from incomplete reasoning, it leads not only to poor judgment and erroneous conclusions, but to over-generalization, that is, to the belief that all members of a category or group, whether judged to be good or bad, are all equally good or bad. Furthermore, stereotypes function as "rationalizers" for prejudicial attitudes and behavior (Glock et al., 1975).

The handicapped adolescent and self-concept development. Handicapped adolescents, like others, form perceptions about themselves based upon their interaction within a social context. Handicapped adolescents, however, present a perplexing array of personality characteristics--short attention spans, poor memories, and deficiencies in verbal expression that generally confuse other persons who seek to help them reach their potential as young citizens (Kronick, 1978). These adolescents may be unable to recognize the smile or a touch as an expression of affection or approval, and they may respond inappropriately to negative and positive feedback from both peers and teachers (Wigg & Semel, 1976). Kronick (1978), for example, has described many handicapped adolescents as lacking the interactional skills necessary to produce behavior requisite for social approval, as being rigid about behavioral changes, and as acquiring new social skills with difficulty.

The ability of handicapped adolescents to process environmental cues to form responses within a social context is likely to be influenced by labeling (Chapman & Boersma, 1979; Garrett & Crump, 1980; Weisz, 1979); (b) internalization of experiences (Bendell, et al., 1980; Pearl, et al., 1980; Sabatino, 1976; Thomas, 1979); and (c) expectations of others (Bryan, 1974; Bruininks, 1978; Johnson, et al., 1979; Silverman & Zigmond, 1981; Smith, 1979). Each of these factors is reviewed briefly below:

1. Labeling and social status. Handicapped adolescents often make attributions about themselves from labels applied to them by peers, teachers, and parents. These persons use the labels to stereotype handicapped adolescents on the basis of generalized characteristics. The connotations of such labels may be both erroneous and unfair (Weisz, 1981). Characteristics of low academic ability, for example, may be generalized to describe all handicapped adolescents regardless of differences in ability levels. Therefore, handicapped students may be perceived by themselves, peers, teachers, and parents as having low abilities overall on the basis of labeling (Chapman & Boersma, 1979). The feedback which handicapped adolescents receive from being labeled by peers, teachers, and parents and from being assigned to special learning programs lead them to receive the message that regular activities are too difficult for them. They feel less capable and less worthy (Weisz, 1981). Handicapped adolescents have been shown to be sensitive to the impact of pejorative labeling that teachers and peers use to make determinations of social status. Handicapped adolescents appear to be significantly more aware of the nature of their own social status than are nonhandicapped peers; moreover, handicapped students are able to describe the perceptions of others toward them with greater accuracy than nonhandicapped students (Garret & Crump, 1980).

The formation of stereotypes by adolescents on the basis of labeling appears to be a reflexive act, which often occurs without a great deal of forethought. Adolescents readily appear to emulate the attitudes of others in the formation of their own social status ascriptions (Silverman & Zigmond, 1981). Teacher behavior serves as a major referent for student judgments. For example, when teachers were told that certain students in a classroom were handicapped, they rated these youth during classroom observations according to previously conceived stereotypes (Jacobs, 1978). Labeling an adolescent as handicapped thus appears to be sufficient to produce negative evaluations by teachers (Foster, Schmidt, & Sabatino, 1976; Foster & Salvia, 1977; Smith, Flexer, & Sigelman, 1980).

Stereotypes based on labels are resistant to extinction or change because they characterize stable conditions. Adolescents who are both handicapped and also of minority ethnic background are doubly penalized. They must cope with the possibility of being relegated to an inferior status through the stereotyping of others. Both handicapping condition and ethnicity are negatively perceived by teachers and peers. Minority handicapped adolescents tend to be stereotyped pejoratively on the basis of labels as less capable, powerful, or acceptable (Rueda & Prieto, 1979).

2. Internalization of experiences. Individuals perceive their interaction with the environment as experiences which lead either to success or to failure. When handicapped students process information about themselves, they deal with their perceptions of success and failure by locating the source, assigning responsibility, accepting consequences, and determining new strategies. Successful experiences are related to increased achievement orientation (Weiner, 1972). Experiences of both success and failure are necessary for handicapped students to formulate new strategies for learning. Failures which cannot be integrated into new strategies for learning may lead to poor motivation, low self-esteem, and depression.

The manner in which minority handicapped adolescents interpret the consequences of their experiences depends upon their locus of control;

that is, whether they perceive the outcomes of their experiences as resulting from their control or the control of others over their environment. The term "locus of control" is used to describe two sources of control--internal or external. Individuals who have internal locus of control attribute the outcome of events to their own efforts. Individuals who have external locus of control attribute success or failure to luck rather than to their own effort. They perceive control of their environment to be governed by forces outside their control (Rotter, 1966). Handicapped adolescents are often unable to meet the expectations held for them by themselves and others. Indeed, they are portrayed in the literature as passive, easily frustrated, and unlikely to initiate social interactions (Sabatino, 1976). Since they experience a disproportionate share of failure, handicapped students are more likely than nonhandicapped youth to perceive that they lack control over their environment.

3. Perceptions of others. Peers, teachers, administrators, and parents form expectations about handicapped adolescents. Expectations represent norms held by others about how individuals will act in given situations and what the results of such interaction will be. The formation of expectations is a cognitive coping strategy.

Teachers have been shown to hold different expectations for nonhandicapped students than for handicapped students. Handicapped students are criticized more often for their behavior, especially during performance tasks, than are nonhandicapped students. Also, teachers tend to focus upon the academic quality of the performance of handicapped adolescents when giving feedback (Chapman, et al., 1979). Although three investigators that studied nonhandicapped peer attitudes toward the handicapped focused on the effects of labeling, the evidence implicitly suggests that low expectations arise when the handicapped are labeled negatively (Bryan, 1974; Bruininks, 1977; Novak, 1975).

Summary

One might expect, then, that opportunity to participate in peer activities would have a salutary influence upon the social development of learning disabled, educable mentally handicapped, and emotionally handicapped adolescents. In school activities handicapped adolescents have opportunities to interact with students of different ethnicity, language, sex, and family background. School activities may be a potent source of positive social experiences for handicapped adolescents. Feelings of acceptance generated by peers and sponsors should result in increased participation and involvement in school activities, the development of positive attitudes toward the group, and the growth of self-esteem among handicapped youth.

II. METHOD

Subjects

Student population. The students who participated in this study were enrolled in Phoenix Union High School District (PUHSD). The PUHSD is the largest metropolitan high school district in Arizona. It enrolls 25,000 students in eleven high schools; thirty-six percent of the student population represents members of minority groups, which include Native American, Hispanic, Black, and Oriental youth. The handicapped population numbered in 1980-82 approximately 4,022 students across nine handicapping conditions. Resource rooms constituted the extent of mainstreaming for the majority of these youth; however, the educable mentally handicapped participated solely in self-contained classrooms. Students classified as learning disabled, emotionally handicapped, and educable mentally handicapped were enlisted for the purposes of this study.

The total number of high school students who participated initially in the data collection was 2,038. This number represents both handicapped and nonhandicapped students in seven high schools. (Four high schools were omitted from the study because two were about to be closed and two were special purpose schools.) Four hundred and six subjects were deleted for purposes of analysis after the data were collected. First, 239 Native Americans and Orientals were excluded, since too few members of these ethnicities appeared among the subjects. In addition, another 59 subjects were deleted because they responded inconsistently to the questionnaires. For example, students who indicated that they strongly agreed that they were both leader and a follower, friendly to others and stuck up, or strong and weak, etc., were dropped from the analyses if they committed three or more such inconsistencies. Finally six hearing handicapped students were not used in the study due to their small number, and 102 subjects simply failed to complete the questionnaires as directed. Therefore, 1,632 completed protocols were available for analysis. Of this number, 470 were handicapped (306 Anglo, 68 Black, and 96 Hispanic) and 1,162 were nonhandicapped. Table 2 presents demographic information pertaining to subjects by age, sex, and handicapping condition, and Table 3 presents the distribution by sex and ethnic membership of the 1,632 youth.

The extent to which the subjects in the study participated in school activities is shown in Tables 4 and 5. Table 4 shows the distribution by school, and Table 5, by sex, ethnicity, and handicapped status.

Table 2
Age, Sex, and Handicapped Status of Student Subject Population (n = 1,632)

Characteristic	Frequency	Percent
Age:		
14 or younger	195	11.9
15	429	26.3
16	451	27.6
17	378	23.2
18 or older	179	11.0
Sex:		
Female	825	50.6
Male	807	49.4
Handicapped Status:		
Nonhandicapped	1,162	71.2
Handicapped	470	28.8
Educable mentally retarded	117	7.2
Emotionally handicapped	67	4.1
Learning disabled	286	17.5

Table 3
Sex and Ethnic Membership of the Student Subject Population (n = 1,632)

Sex	Anglo	%	Black	%	Hispanic	%	Total	%
Female	454	27.8	132	8.1	239	14.7	825	50.6
Male	482	29.5	120	7.4	205	12.5	807	49.4
Total	936	57.3	252	15.5	444	27.2	1,632	100.

Table 4
Number of Student Participants and Nonparticipants in School Clubs and Activities by PUHSD High Schools (n = 1,632)

School	Member	%	Nonmember	%	Total	%
South Mountain	71	4.4	177	10.8	248	15.2
West	77	4.7	137	8.4	214	13.1
Alhambra	114	7.0	155	9.5	269	16.5
Central	59	3.6	111	6.8	170	10.4
Maryvale	106	6.5	229	14.0	335	20.5
Carl Hayden	67	4.1	133	8.2	200	12.3
Trevor Brown	53	3.2	143	8.8	196	12.0
Total	547	33.5	1,085	66.5	1,632	100.

Table 5
Number of Student Participants and Nonparticipants in School Clubs and Activities by Sex, Ethnicity, and Handicapped Status (n = 1,632)

Characteristic	Member	%	Nonmember	%	Total	%
Sex:						
Female	282	18.3	543	33.3	825	50.6
Male	265	16.2	542	33.2	807	49.4
Ethnicity:						
Anglo	316	19.4	620	38.0	936	57.4
Black	91	5.6	161	9.8	252	15.4
Hispanic	140	8.6	304	18.6	444	27.2
Handicapped status:						
Nonhandicapped	472	28.9	690	42.3	1,162	71.2
Handicapped	75	4.6	395	24.2	470	28.8
EMH	14	.9	103	6.3	117	7.2
EH	8	.5	59	3.6	67	4.1
LD	53	3.2	233	14.3	286	17.5

Teacher population. Four hundred forty-three teachers from the Phoenix Union High School District participated in the study. Two hundred and seventeen of the teachers were not currently sponsoring a school related club or activity, although their contracts specify that they are expected to participate on a rotating basis; 226 of the group were sponsors of sanctioned school clubs and activities. Ninety percent of the 226 teacher-sponsors of school activities indicated that they were not teaching in special education classes; ten percent, however, were special education teachers.

Summary. Tables 2-5 indicate that the sample is representative of the PUHSD student body. Approximately 16 percent of the students overall are handicapped, whereas 29 percent of the sample is handicapped. The youth are distributed equally by sex and by age, especially from tenth through twelfth grades. The sample is also representative of the district's ethnic mix. It is noteworthy, however, that in comparison with Table 1, which shows 66 percent of high school students nationwide participate in school activities, the data shown in Table 4 reveal that about two-thirds of the PUHSD students do not participate in extracurricular school activities. Both sets of data are derived from self-reports, and they are presumably equally reliable. One may conclude, therefore, on the assumption that the sample is representative of the PUHSD student body, that the high schools of the district uniformly fall below national norms in attracting students to extracurricular activities.

Instrument Development and Research Questions

The research project was designed, as stated in the Introduction, to describe (1) the expectations that sponsor and nonsponsor teachers have about the participation in school activities of adolescents in general and handicapped youth in particular; (2) the relative influence by sex, ethnicity, and type of handicap, of such factors that underlie adolescent participation in school activities as personal background, attitudes toward school activities, expectations of peers, and beliefs toward self and others; and (3) the parameters of school activities, by sex, ethnicity, and type of handicap, that influence either participation or nonparticipation in school activities.

Overview of instruments. A separate self-report questionnaire, comprised of individual descriptive items and summated Likert scales, was developed for each of the four constituencies whose views were assessed: teacher-sponsors of school activities, teacher-nonsponsors, adolescent nonparticipants in school activities, and adolescent participants in school activities. Brief outlines of each of the questionnaires are presented below:

1). Teacher-sponsors of school activities (see Appendix A)

Section 1: Each sponsor's perceptions of the characteristics of student participants in his or her school activity.

Section 2: Each sponsor's perceptions of the institutional features of his or her school activity.

Section 3: Attitude scale pertaining to factors that may encourage or discourage participation of students in the school activity.

Section 4: Attitude scale pertaining to factors that may affect the participation of handicapped students in the school activity.

Section 5: Descriptive items pertaining to background of teacher-sponsors in special education.

2). Teacher nonsponsors (see Appendix B)

Section 1: Attitude scale pertaining to factors that encourage or discourage participation of students in school activities.

Section 2: Attitude scale pertaining to factors that may affect the participation of handicapped students in school activities.

Section 3: Descriptive items pertaining to background of teachers in special education.

3). Student Survey--Nonparticipants in school activities (see Appendix C)

Section 1: Descriptive items pertaining to age, sex, ethnicity, school performance, and social class.

Section 2: Attitude scales comprised of personality measures of beliefs toward self.

Section 3: Attitude scales comprised of measures of self-esteem and locus of control.

Section 4: Attitude scale comprised of personality measures of beliefs toward others.*

Section 5: Descriptive items pertaining to the nonparticipant's orientation toward school activities.

Section 6: Descriptive items pertaining to the feelings of nonparticipants about school activities.

4). Student participants in social activities (see Appendix D)

Section 1: Descriptive items pertaining to age, sex, ethnicity, school performance, and social class.

Section 2: Attitude scales comprised of personality measures of belief toward self.

Section 3: Attitude scales comprised of measures of self-esteem and locus of control.

Section 4: Attitude scales comprised of personality measures of beliefs toward others.*

Section 5: Descriptive items pertaining to the participant's orientation toward school activities.

Section 6: Descriptive items pertaining to feelings of the participant about school activities.

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*When the questionnaires were handed out to both nonparticipants and participants, they were distributed serially via a color code scheme to ensure that approximately one-fifth of the subjects, respectively, would indicate their beliefs toward high school students in general, handicapped students in general, Black students, Mexican American students, and White students.

Development of Instrument Parameters

Extracurricular school activities. In the past decade we have witnessed a shift among social scientists from preoccupation with individual differences to interest in the dynamics of person-situation interaction. The new, emerging models of personality are based on the notion that behavioral and environmental events affect one another and that both interact reciprocally with emotional states (Bandura, 1978). The rise to prominence of situational factors in psychological research has led to a surge of interest in behavioral settings, as analyzed by ecological psychologists (Kelly, 1979; Rutter, et al., 1979). A behavioral setting, they argue, functions like a questionnaire in a survey--it elicits behavior (Gump, 1979). The general approach, however, has dealt with the high school per se as a behavioral setting (Kelly, 1979). However, because we were interested in how participation in particular school activities affects the attitudes and perceptions of adolescents, the frame of reference in our research was shifted from the high school in general to the myriad extracurricular activities that exist within the high school.

School activities are easily named by persons familiar with high schools. Activities, such as the Key Club, library aides, and student council, may be described as "objective, hard, empirical realities" (Gump, 1979). They are "natural units in the sense that their boundaries are self-generated" and "each has a particular notable locale in space and time" (Barker, 1968; Barker & Gump, 1964; Barker & Schoggen, 1973; Bronfenbrenner, 1979; Schoggen, 1978; and Wicker, 1979). School activities thus appear to constitute legitimate behavioral settings. Table 6 lists school activities in the PUHSD high schools as identified via a pilot-test, 1980-81, by 100 teacher-sponsors in the district. The activities described by the teacher-sponsors have been categorized by function as shown in Table 6.

Table 6
Categories of School Activities

Athletics

Badminton
Football
Martial Arts
Softball
Tennis
Volleyball
Cheerleaders
Pep

Business and Vocational

COE
DECA
FBLA
Auto
VICA
FFA
HERO
Med Start
Radio and TV

Culture, Performance, Art, Honors

Art Club
Book Club
French
Gifted
Spanish
National Honor Society
Quill and Scroll
Orchestra
Chess
Drama
Band
Speech
MECHA
Native Amer. Relations
Science Club
Ecology

Student Government and Service

Model U.N.
Model Legislature
Publications/
  Lit. Magazine
Yearbook
Student Government
Newspapers
Press Club
Mat Maid
Key Club
Letterman
Library Aide
Special Olympics
Service

Military

Drill Team
Rifle Team
ROTC

Specific procedures for operationally defining the properties of the behavioral settings in particular activities have yet to be set forth. We were challenged, therefore, to develop operational definitions that would enable us to determine empirically how participation varies as a function of the different characteristics of school activities. Hence, we formulated variables that collectively would describe each of the school activities. We were guided directly by the prior research in ecological psychology in deriving these characteristics (cf. Wicker, 1979). At the outset of the research project we anticipated that we could develop "continuous" or "linear" rating items for each variable representative of the characteristics. Pilot-testing demonstrated, however, that only a few items could be so ordered. For example, the item, "how much time do you spend weekly . . . ." enabled us to write stubs from two hours to nine hours, but the item, "why did you become a member . . . ." required such categorical stubs as "to have fun," "to learn something new," "to give a performance," etc. Therefore, on the basis of data provided in pilot-testing by teachers, sponsors, administrators, and adolescents, individual, non-additive descriptive items were developed.

Six characteristics of groups served as guidelines for item development: structural--physical size of group, ethnic mix of group, sex mix; membership--type of entry (voluntary, elected, appointed), prerequisites for entry (intellectual skills, social skills, athletic skills), maintenance (self-sustained, group sustained, authority-sustained); status--patterns of recognition (importance of activity to parents, teachers, administrators, community), group structure (imposed or self-generated, leadership opportunities), leadership statuses (sponsor, group members, officers); tasks and goals--activity (long or short term), boundaries defined or ill-defined), competitive vs. cooperative; norms--authoritarian vs. democratic, functional value of rules and sanctions; involvement--intensity or magnitude of participation, cohesiveness (pride of members in participation).

The above guidelines were used to construct sections 1-4 of the teacher-sponsor survey, Sections 1 and 2 of the teacher-nonsponsor survey, Sections 5 and 6 of student-nonparticipant survey, and Sections 4-6 of the student-participant survey.

Attitudes toward self and others. The measures of attitudes adolescents hold toward themselves and others were modeled after Leary & Coffey's (1955) Interpersonal Check List. The ICL was introduced as an instrument to analyze beliefs about the behavior of both self and other. A rationale for classifying trait-attributions in a meaningful framework originated in the interpersonal theory of Sullivan (1953), and procedures for operationalizing the judgments were set forth by Guttman (1954). Guttman sought to devise a method by which to analyze the structure of interrelations among tests of intelligence, personality, and the like. He distinguished between the simplex, a simple rank order or scale of closely related attributes, and a circumplex, a structured framework of the simplexes that had neither beginning nor end; i.e., a circular order. Guttman suggested that researchers who want to employ the circumplex model should first define their domain of interest in the real world--their "superuniverse," as he put it. Second, simplexes or variables then may be selected as different subuniverses representative of the superuniverse. By structural analysis of the circumplex, one may determine the relationships of the simplex subuniverses to the more abstract superuniverse.

Figure 1 illustrates the [illegible]rfect circumplex model for personality variables (Leary & Coffman, 1955). Eight simplexes are perfectly spaced in

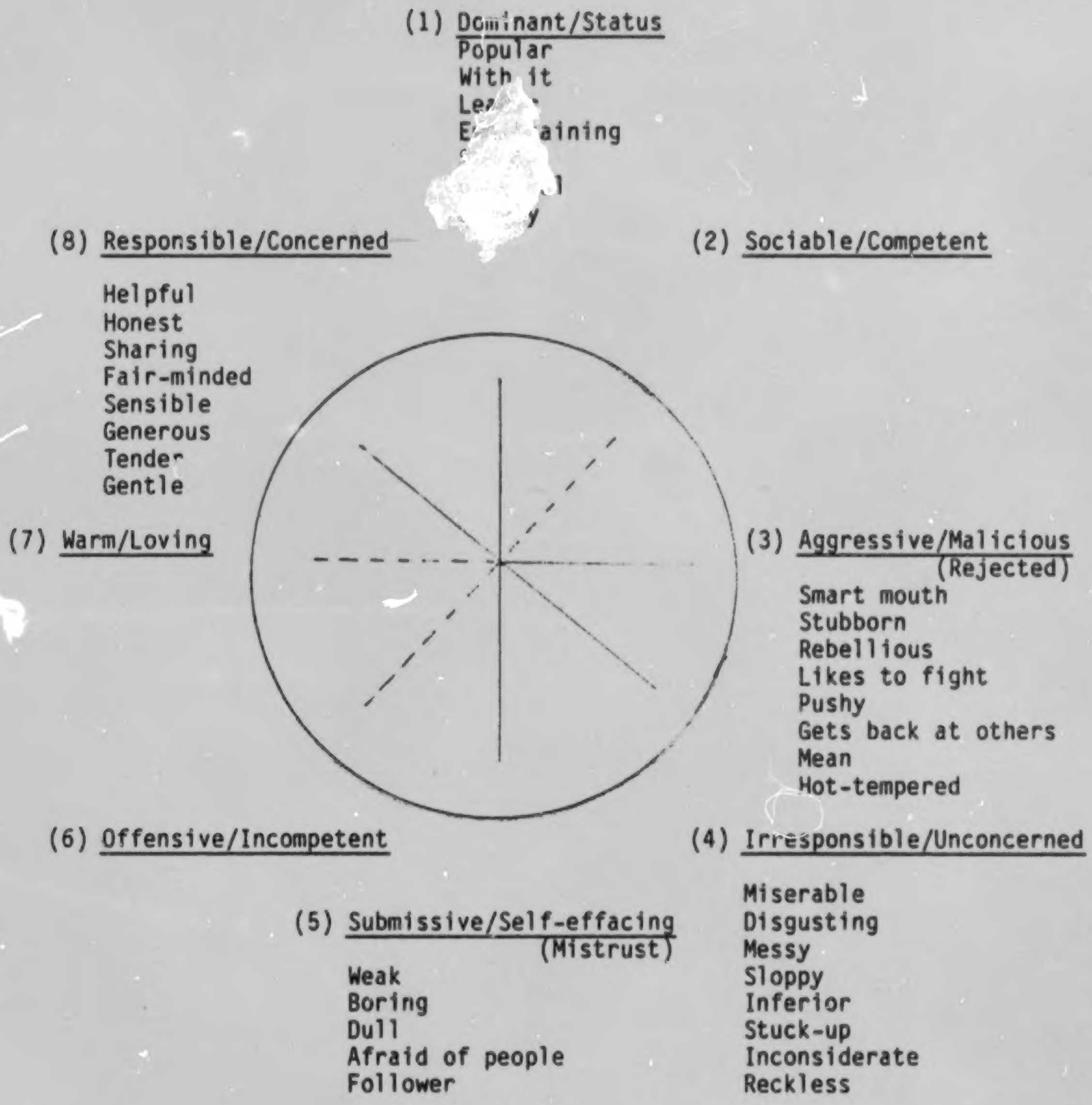
(1) Dominant/Status
Popular
With it
Leader
Entertaining
[illegible]
[illegible]
[illegible]
(2) Sociable/Competent
(3) Aggressive/Malicious (Rejected)
Smart mouth
Stubborn
Rebellious
Likes to fight
Pushy
Gets back at others
Mean
Hot-tempered
(4) Irresponsible/Unconcerned
Miserable
Disgusting
Messy
Sloppy
Inferior
Stuck-up
Inconsiderate
Reckless
(5) Submissive/Self-effacing (Mistrust)
Weak
Boring
Dull
Afraid of people
Follower
(6) Offensive/Incompetent
(7) Warm/Loving
(8) Responsible/Concerned
Helpful
Honest
Sharing
Fair-minded
Sensible
Generous
Tender
Gentle

Figure 1. Quasi-circumplex structure of five interpersonal variables.

(Solid lines signify derived adjective variables; dotted lines denote hypothetical adjective variables.)

eight octants to produce an interpersonal circle. Circumplex theory suggests that adjacent variables in the matrix should be more highly correlated than nonadjacent variables, and the degrees of correlation between any two variables should be a direct function of their distance from each other as they are plotted on the circle (Wiggins, 1979). Since the variables are distributed on the circle in a two-dimensional space, their structural relations may be explored by factor analyzing the intercorrelation matrix and plotting the loadings of the variables on the orthogonal axes representing the first two factors. The structure will form a perfect circle to the extent that the intercorrelation matrix approximates the ideal. Whether a circumplex can be created by rotating the first two factors of a universe to orthogonal structure, depends upon whether its elements have meaningful relationships. A two-dimensional space works fine when all of the variables load primarily on two orthogonal axes. When three or more orthogonal dimensions are in fact in the superuniverse, increasingly less of the total variance will be accounted for by the model. The universe, therefore, must be defined in advance and subsequently evaluated for the amount of cumulative variance it explains.

On the basis of the theoretical rationale described above, a circumplex model was developed and refined to assess the interpersonal representations of adolescents. Adolescents themselves were asked to produce the words and phrases that would constitute the variables or subuniverse simplexes. Researchers circulated themselves in school cafeterias, classrooms, halls, and parking lots. They would say: "Please think of a kid whom you like (or dislike). Please tell us all the words and phrases you can think of that describe this person." Or they would be asked: "Please list all the words and phrases that you can think of that describe yourself." The words and phrases were pooled; those that were obscure, ambiguous, physically-related, and evaluative, were eliminated. An instrument of about 100 words and phrases was thereby created and administered in the Spring of 1981 to approximately 400 youth. The adolescents were told that the researchers were interested in learning more about the beliefs of high school students and that they would like them to think about how much they agreed or disagreed with each word or phrase as it represented themselves. They rated the words on a Likert scale of 1 to 4, with 1 being "Strongly Agree" and 4 being "Strongly Disagree".

The principal components were extracted from the intercorrelations of the 100 items and rotated orthogonally to a two-factor solution. Words associated with dominance (trust) and submission (mistrust) loaded heavily on the two poles of the first factor whereas words associated with aggressiveness (reject) loaded well on one pole of the second. However, all the words the adolescents supplied that were opposite aggressiveness saturated at one end or the other on the dominance/submissiveness axis. Therefore, after talking with young people again, words like "caring," "tender," "gentle," "conforming," and the like were added, words that appeared unrelated to either axis were deleted, and in the Spring of 1981, the new instrument was administered to a sample of 540 adolescents.

On the basis of factor loadings of the new sample, clusters of words were grouped successively into eight, seven, six, and finally, five interpersonal adjective variables. The five variables are denoted in Figure 2 by the solid lines. This combination of adjective variables provides the best approximation obtainable of the circumplex structure relative to the perceptions of adolescents. The two principal components accounted for seventy percent of the variance. To assess the stability of the new circumplex structure, the sample was split in half, and a separate factor analysis was conducted for each half. The factor loadings of the two halves were virtually identical. Therefore, as a consequence of the extensive pilot-testing, the circumplex model was employed in the current research project to assess the interpersonal representations of adolescents toward self and other.

Table 7 shows the empirical relationships among the five interpersonal adjective variables, coefficients of reliabilities of differences, and the reliability (coefficient alpha) of each scale on the basis of self-representations for 1,632 adolescents, Spring, 1982. As shown in Table 7, the correlations of the opposing variables indicate how difficult it is to attain -1.00 correlations, because as Laforge and Suczek (1955) observed long ago, ratings of personality traits tend to be positively skewed. The coefficient alphas indicate satisfactory stability, especially since the scales are comprised of only five to eight items. However, four of the coefficients of the reliabilities of the differences between the variables shown in Table 7 are below .50, and these data suggest that within-profile contrasts between adjacent variables would be questionable. Nonetheless, the five Interpersonal Adjective Variables, as shown by the solid lines in Figure 1, and as presented in Table 7, constitute a nomological network, which may be the major strength of the circumplex. For example, subjects whose responses are high on the dominant/status variable should also be high on the responsible/concerned variable; similarly, patterns should hold among the submissive/self-effacing, irresponsible/unconcerned, and aggressive/malicious variables. Moreover, responses to these three variables should show a negative pattern with the dominance and responsibility variables. These patterns appear as expected in the analysis of self and other representations; the structural consistency they reveal enhances the construct validity of the overall circumplex model.

The items for the interpersonal adjective variables were used to develop Sections 2 and 4 of the student survey.

Table 7
Correlations Among the Five Interpersonal Variables

Variable	Dominant/ Status	Aggressive/ Malicious	Irresponsible/ Unconcerned	Submissive/ Self-effacing	Responsible/ Concerned
			N = 540		
Dominant/ Status		.04 (.00)	-.20 (-.50)	-.43 (-1.00)	.34 (.50)
Aggressive/ Malicious	.72		.42 (.50	.075 (.00)	-.26 (-.50)
Irresponsible/ Unconcerned	.61	.43		.39 (.50)	-.38 (-1.00)
Submissive/ Self-effacing	.44	.68	.39		-.21 (-.50)
Responsible/ Concerned	.60	.63	.48	.60	

Note: Data above the diagonal are correlations based on subject raw scores. Correlations in parentheses indicate hypothetical expectations from a perfect circumplex.

Data below the diagonal indicate coefficients of the reliabilities of the differences between the interpersonal variales based on standard scores.

Coefficient alphas are idendical for both raw and standardized scores, *i.e.*, Dominant/Status = .74; Aggressive/Malicious = .72; Irresponsible/Unconcerned = .63; Submissive/Self-effacing = .63; Responsible/Concerned = .73.

Low mean scores correspond to positive trait attributions for the Dominance and Responsibility variables; high mean scores correspond to positive trait attributions (negation of traits) for the Aggressive, Irresponsible, and Submissive variables.

Self-esteem and locus of control measures. The scales used to measure self-esteem and locus of control were drawn from the United States Department of Education (1977) study, Group Profiles on Self-esteem and Life Goals. The self-esteem scales consisted of four items; each item contained four response choices which ranged on a continuum from "Strongly Agree" to "Strongly Disagree." Corresponding numerical scores for the response choices are 1-4, with 4 indicating strong disagreement. The four items are:

(1) I take a positive attitude toward myself.
(2) I feel I am a person of worth, on an equal plane with others.
(3) I am able to do things as well as most other people.
(4) On the whole, I'm satisfied with myself.

Like the self-esteem scale, the locus of control scale consisted of four items, each with four response options ranging from "Strongly Agree" to "Strongly Disagree". Items were scored so that disagreement, indicating an internal locus of control, was scored "4". Thus, high scores on the locus of control scale indicated "internality" while low scores indicated "externality". The items are:

(1) Good luck is more important than hard work for success.
(2) Every time I try to get ahead, something or somebody stops me.
(3) Planning only makes a person unhappy since plans hardly work out anyway.
(4) People who accept their condition in life are happier than those who try to change things.

A two-factor varimax solution on the item intercorrelations strongly confirmed the existence of two distinct scales corresponding to the self-esteem and locus of control scales.

The self-esteem and locus of control measures constituted Section 3 of the student surveys.

Student background characteristics (definitions).

1. Definitions of Handicapped Statuses and Services

Handicapped Students--those students receiving special education services within the regular high school setting and restricted to the categories of Educable Mentally Handicapped, Emotionally Handicapped, and Learning Disabled. An adolescent's handicap is manifested by his or her inability to achieve otherwise attainable progress or development in the regular education program.

Special Education--specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, and home instruction.

Educable Mentally Handicapped--"Educable mentally handicapped" (EMH) means a child who because of his/her intellectual development, as determined by evaluation pursuant to ARS 15-1013[1], is incapable of being educated effectively through regular classroom instruction without the support of special classes or special services designed to promote his/her educational development.

Emotionally Handicapped--"Emotionally handicapped" (EH) means a child who because of serious social or behavioral problems, as determined by evaluation pursuant to ARS 15-1013, is unable or incapable of meeting the demand of regular classroom programs in the public schools and in the opinion of diagnostic and instructional personnel the child requires special classes or special services designed to promote his educational and emotional growth and development.

Learning Disabled--"Learning disabled" (LD) means a child with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage.

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[1] Arizona Department of Education, Division of Special Education Conditions and Standards Relating to Identification and Placement.

Resource Classes[1a]--A supportive class conducted by a special education resource teacher that assists the student in meeting regular class requirements. The student remains officially enrolled in the regular class.

Self-Contained Classes--A specialized class conducted by a special education teacher providing direct instruction within a subject area. The student is registered directly to the special education teacher.

2. Definitions of basic demographic variables

   a) Ethnicity--

      1) Hispanic or Mexican American--an adolescent of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin.

      2) Black--an adolescent having origins in any of the black racial groups of Africa.

      3) White--an adolescent having origins in any of the original peoples of Europe, North Africa, or the Middle East.

   b) Sex--male or female

   c) Social class--a summary score ranging from 5 (low) to 10 (high) depending on level of parental education and on whether the home contains two or more cars, a typewriter, daily newspaper, electric dishwasher, and private place to study.

The definitions of the handicapped were used by the special education teachers at the high schools to place the students in the categories used in analyses (see Results and Discussion). The demographic variables were used to develop Section 1 of the student surveys.

[1a] Exceptional Student Programs Service Models, Phoenix Union High School District.

Research questions.

1. Do teacher-nonsponsors and teacher-sponsors of school activities differ in their views toward the participation of handicapped students?

   Expectations: Teacher-sponsors will view the handicapped more like mainstream youth because they will have had opportunity to observe similarities between them in a wide variety of settings.

2. What contributions do handicapped status and ethnicity variables make to individual differences in participation in school activities?

   Expectations: One in six handicapped adolescents versus one in two nonhandicapped adolescents participate in school activities (cf. Table 5, p. 18). Do the two groups of youth differ in the factors they see as important in influencing their participation. Presumably the handicapped have not had models among parents, peers, or teachers to encourage and help them acquire expectations and aspirations regarding school activities.

3. What contributions do background variables make, relative to handicapped status and ethnicity, in individual differences in participation in school activities?

   Expectations: Variables associated with orientation toward school (social class, future plans, etc.) are expected to be positively related to participation in school activities.

Procedures: Data Collection

The school principals of the seven participating PUHSD high schools supervised data collection procedures. Separate procedures were established for the three populations employed in the study: the faculty (including both sponsors and nonsponsors of school activities), the nonhandicapped students, and the handicapped students. Each of the three procedures is detailed below.

Faculty. The procedures for assessing participation of Phoenix Union High School District teachers varied across the seven high schools. Participation in this study was voluntary, and each principal encouraged participation by discussing with his/her faculty the purpose of the survey and its significance to both the school and the district.

Teacher-sponsors of school clubs/activities. The principals determined the number of teacher-sponsors in their schools, and ASU project personnel delivered to them the number of survey questionnaires they requested. The principals then distributed the questionnaires either in faculty meetings or via campus mail; they subsequently collected them via campus mail. The data collection period extended from February to April, 1982.

Teachers. All classroom teachers not currently sponsoring a school activity or club were requested by their school principals to complete the questionnaire, which for these teachers, dealt only with factors that might encourage or discourage student participation in school sponsored activities. As with the teacher-sponsors, the principals determined the number of teacher-nonsponsors in their schools, and ASU project personnel delivered to them the number of survey questionnaires they requested. The principals then distributed the questionnaires either in faculty meetings or via campus mail; they subsequently collected them via campus mail. The data collection period extended from February to April, 1982.

Nonhandicapped students. The data collection procedures for nonhandicapped students were standardized across the seven high schools. Each school principal exercised his or her judgment in selecting, across age levels, content-area classrooms that would be representative of the student body. The data collection activities were directed on site by a faculty research associate with three graduate research assistants. A member of the project team remained in the classroom while the students responded to the questionnaire; classroom teachers stayed in the room only until students began. Student participation in the survey was voluntary, and initially everyone participated. The instrument took approximately 50 minutes to complete.

Procedures were standardized as follows for administering the questionnaire:

> SAY: Hello, my name is ______________. I'm from Arizona State University. We are here today to conduct a survey that will help your school plan future directions. It will take all of this period. You will need a pencil and a survey form which I will give to you. Everyone here will get a survey to complete.
>
> ASK: Does everyone have a pencil? (Hand out pencils to those who need them)
>
> SAY: How many of you are now in an athletic, performance, academic, or social school activity or club? Please raise your hands and keep them raised until you receive a survey form. Please do not open the survey form until asked to do so.
>
> HAND OUT PARTICIPANT SURVEYS (Form I)--all colors TO THOSE STUDENTS WITH RAISED HANDS.
>
> When participant surveys have been handed out, distribute NONPARTICIPANT SURVEYS (Form II)--all colors to all other students. (Check nonparticipants as surveys are being passed out--i.e., You're not in an activity or club?) Check after surveys are passed to be sure students have the proper forms. (Form I for participants, Fort II for nonparticipants.)
>
> When everyone has a survey and a pencil, SAY: We are ready to begin. Take your answer sheet out of the packet. (DEMONSTRATE).
>
> SAY: Do not write on the survey form. All answers must be placed on your IBM Answer sheet. (Show the IBM Answer sheet again). SAY: Note that the answers on the sheet go across from left to right.
>
> ASK: Ready to begin?
>
> SAY: Find the top of the Answer sheet where it says IDENTIFICATION NUMBER. In the first four spaces, write in the last four numbers of your phone number. If you do not have a phone, write in the numbers 1,1,1,1. In the next space, right under the last four numbers of your phone number write the number 1 if you are female; write the number 2 if you are male.
>
> When students have finished with the identification numbers, SAY: I will read the first four questions aloud with you. SAY: Turn the page on your survey. Now find the number 1 on your answer sheet. This is the place where you will put your first answer. READ: Student Information Survey, Part I: Student Information, etc.
>
> When you get to the first question, read the stem (first part) aloud. "Number 1, What is your age?" Then say, Number 1, 14 or younger. If you

are 14 or younger, blacken the space number 1. Continue, number 2, 15. If you are 15, blacken space 2 of question 1. Continue on with all choices. Do this for the first four questions. CHECK TO BE SURE STUDENTS ARE WORKING ACROSS ON THE IBM SHEET.
When you have read the first four questions, tell the students that they should continue working on their own through the rest of the questions.

SAY: If you have any questions, raise your hand and I will try to help you.

NOTE: AS STUDENTS ARE COMPLETING THE SURVEYS, CHECK TO BE SURE THAT ALL STUDENTS WHO ARE PARTICIPANTS IN ACTIVITIES/CLUBS HAVE WRITTEN IN THE NAME OF THEIR CLUB ON THE ANSWER SHEET IN THE SPACE MARKED "NAME."

Participants will have Form I of the survey.

As students completed the questionnaires, they were requested to study or read quietly in their seats until the end of the classroom period. The above procedure was followed at each high school, one morning at each school, between February and April, 1982.

Handicapped student population. ASU project personnel met with each high school chairperson of the Exceptional Student Program. Dates were scheduled to include one inservice training day for participating teachers and two consecutive days for data collection. Generally, the data collection activities for both the handicapped and nonhandicapped were scheduled for the same week.

Project personnel met prior to the data collection with participating special education teachers to discuss the survey forms, use of IBM score sheets, amount of time needed, and standardization of procedures. Six of the participating high schools requested that the survey of handicapped students be conducted by the special education teachers. In order to standardize procedures, an inservice meeting was conducted by project staff for the teachers prior to the data collection. (Two departmental chairpersons, however, conducted their own inservice after meeting with ASU project personnel.) One high school elected to collect data in two large group sessions under ASU personnel supervision. At this school, the special education teachers assisted ASU personnel during the data collection by answering student questions, collecting survey forms, and monitoring activities. At the other six schools, data were collected in resource classrooms by the special education teacher with the assistance of ASU project personnel. Teachers followed the same procedures for administering the survey that were standardized for the nonhandicapped student data collection. Generally, data collection activities for the handicapped took two class periods for completion of the Student Survey. In those schools collecting data with educable mentally retarded students, the Student Survey was read to the entire class by the special education teacher, and students then marked their responses on the Student Survey instead of the IBM data sheet.

III. RESULTS AND DISCUSSION

Teacher Perceptions

Teacher-sponsors views of characteristics of school activities. Table 8 shows the perceptions of the 209 teacher-sponsors' views of the characteristics of student participants. The data reveal that teacher-sponsors see the largest number of students participating in Student Government, and the second largest number in Art and Performance. Athletics, Business and Vocational, and Military, respectively, followed in number of participants. They also see participation decreasing by grade level, with the exception of Business and Vocational and Art and Performance. The two sexes are distributed equally within Athletics, Student Government, and Military, but the teacher-sponsors see many more female than male participants in Business and Vocational and Art and Performance. Further, teacher-sponsors view Anglo youth as proportionately more active than minority youth, especially in Art and Performance. Although they acknowledge that handicapped youth participate in both Student Government and Art and Performance, relatively few handicapped youth are thought to be involved in Business and Vocational.

The teacher-sponsors say that youth learn about joining from other members and club publicity. Most activities meet after school in a classroom, and meet two hours or less weekly, except for athletics. The minimum time students spend in activities on the average is about two hours, but the minimum time shows considerable range--from two hours for Business and Vocational to over nine hours for Athletics. Teacher-sponsors see lack of skills and other commitments as the main reasons that youth do not participate in school activities. Membership is primarily on a voluntary basis in all

Table 8
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

	Extracurricular Activity				
Activity Characteristics	Athletics	Business & Vocational	Art & Performance	Student Government	Military
1. Members of each grade level:					
9th	213	44	447	2,144	9
10th	298	66	413	1,061	6
11th	296	149	563	730	7
12th	251	535	785	1,509	2
Ungraded	67	99	135	11	0
2. Sex of members:					
Female	414	416	1,241	2,058	12
Male	496	259	922	1,761	12
3. Ethnic or racial background of members:					
Anglo	471	397	1,426	1,828	18
Black	152	117	179	573	0
Hispanic	268	142	382	1,362	6
Native American	27	2	96	93	0
Oriental	9	5	50	84	0
4. Members having handicaps:	55	35	352	422	0
5. Handicapped students by category:					
Educable mentally handicapped (EMH)	20	4	43	101	0
Emotionally handicapped (EH)	19	5	36	77	0
Hearing handicapped (HH)	2	1	10	12	0
Learning disabled (LD)	47	30	255	237	0
Speech handicapped (SPH)	2	0	5	45	0
6. Handicapped students by ethnic group:					
Anglo	62	35	245	45	0
Black	26	6	44	154	0
Hispanic	49	9	57	81	0
Native American	16	0	7	9	0
Oriental	1	0	0	1	0

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

	Extracurricular Activity				
Activity Characteristics	Athletics	Business & Vocational	Art & Performance	Student Government	Military
7. How students learn about joining:					
School counselor	0	5	3	2	0
Other members of the club	12	8	23	15	0
School newspaper/ newsletter	10	1	2	4	0
Teachers and/or administrators	5	8	15	5	1
Club publicity on campus	12	4	14	20	0
8. When the activity/ club meets:					
Before school	1	3	9	7	0
During school	1	14	5	5	0
After school	30	2	32	24	0
Both before and after school	3	1	4	5	1
Both during school and either before or after school	5	6	7	8	0
9. Where the activity/ club meets:					
Classroom	7	29	64	43	0
Room other than classroom on campus (library, etc.)	11	0	5	10	0
On campus outdoors	23	0	0	2	1
Off campus	4	0	0	0	0
10. The average time that students spend weekly in meetings and activities:					
2 hours or less weekly	8	24	54	36	0
3-5 hours weekly	7	0	2	4	0
6-8 hours weekly	7	0	2	4	0
9+ hours weekly	27	0	3	2	0
11. The minimum time students spend weekly in the activity/club:					
2 hours or less weekly	7	27	59	42	0
3-5 hours weekly	10	3	7	10	1
6-8 hours weekly	12	0	1	3	0
9+ hours weekly	16	0	0	2	0

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

	Extracurricular Activity				
Activity Characteristics	Athletics	Business & Vocational	Art & Performance	Student Government	Military
12. The maximum time students spend weekly in the activity/club:					
2 hours or less weekly	4	14	38	21	0
3-5 hours weekly	4	9	15	12	1
6-8 hours weekly	4	5	4	13	0
9+ hours weekly	33	2	10	10	0
13. The main reason students do not join the activity/club:					
Lack of necessary skills	27	5	17	8	1
Lack of money	4	1	1	1	0
Other commitments (Work, family responsibilities, etc.)	9	10	33	25	0
Lack of information about activity/club	1	3	5	6	0
Transportation to and from school	0	4	1	1	0
14. How membership in the group is determined:					
Voluntary	29	11	42	36	1
Honorary (by invitation)	0	0	10	4	0
Appointed or selected	13	3	7	7	0
Elected	1	1	0	4	0
Required (as credit or related to another class)	1	14	1	0	0
15. Skills required to enter the activity/club:					
Interest only--no skills needed	16	22	42	36	0
Scholastic skills	0	5	16	11	0
Athletic skills	26	0	0	2	0
Performance/artistic skills	3	1	9	4	1

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

Activity Characteristics	Extracurricular Activity				
	Athletics	Business & Vocational	Art & Performance	Student Government	Military
16. The largest expenditure members must make:					
Equipment	9	0	5	0	0
Transportation to or from activity	9	0	13	7	0
Dues, supplies, or admissions	6	24	21	9	0
Uniforms	4	0	2	4	0
None	16	6	25	32	1
17. Number of members regularly attending scheduled meetings:					
1-5	1	1	9	14	0
6-10	14	5	17	16	0
11-15	9	3	11	10	0
16-2[illegible]	8	7	5	5	0
21[illegible]	12	12	18	7	1
18. The primary purpose of the activity/club:					
To have fun	6	2	12	17	0
To enhance knowledge or learn a skill	3	23	27	10	0
To produce a product (a yearbook, arts projects, cookbooks, etc.) or provide a service	1	2	18	18	0
To give an athletic performance	32	0	0	3	0
To give an artistic performance	2	0	3	0	1
19. Ethnic group mainly holding leadership positions:					
Anglo	23	13	36	30	0
Black	2	4	4	5	0
Hispanic	9	3	10	11	0
Other	0	1	2	1	0
No predominant group	9	4	13	5	1

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

Activity Characteristics	Extracurricular Activity				
	Athletics	Business & Vocational	Art & Performance	Student Government	Military
20. Sex mainly holding leadership positions:					
Female	23	12	28	29	0
Male	12	5	19	11	0
Neither sex predominates	8	8	18	12	1
21. How leaders are selected:					
Vote by members	26	24	64	41	0
Seniority	3	0	1	0	0
Sponsor or administration	6	0	1	4	1
Volunteer	3	2	0	2	0
Committee of members	0	0	1	1	0
22. Who decides what the official activity/club activities will be:					
Each member acting alone	0	0	0	1	0
All members together	10	18	51	31	0
Activity leaders	0	2	3	6	0
Sponsor or school administration	30	5	8	9	1
Committee of members	0	2	5	7	0
23. The rewards for participation are:					
Personal success	13	14	19	11	0
Trophies, letters, certificates, badges, etc.	18	2	11	2	1
Recognition (peers, parents, etc.)	4	0	6	15	0
Relationships with others	3	3	23	16	0
24. Projects change or remain the same:					
Remain the same year after year	30	4	13	12	0
Change with new members and/or sponsors	9	18	45	33	1

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

Activity Characteristics	Extracurricular Activity Athletics	Business & Vocational	Art & Performance	Student Government	Military
25. How members achieve the goals of the activity/club:					
Compete more than they cooperate	10	0	5	5	0
Cooperate more than they compete	9	13	33	35	1
Compete and cooperate about equally	28	15	28	11	0
26. Projects are primarily long or short term:					
Long term (weeks or months)	28	14	28	17	1
Short term (hours or days)	18	13	35	35	0
27. Rules of the activity/club are primarily formal or informal:					
Formal (written)	37	16	38	27	1
Informal (made up along the way)	9	6	21	21	0
28. Who usually enforces the rules:					
Self-imposed	2	1	10	8	0
All members together	9	[illegible]	17	12	1
Sponsor or school administration	31	11	22	19	0
Activity leaders	4	4	7	5	0
Committee of members	0	0	4	4	0
29. The primary disciplinary action of the activity/club:					
Self-criticism	6	7	19	21	0
Expulsion from the activity/club	5	3	10	4	0
Reprimand	8	7	15	13	0
Exclusion from participation	25	4	9	13	1

Table 8 (Continued)
Teacher-Sponsor Views of Characteristics of School Activities (n = 209)

Activity Characteristics	Extracurricular Activity				
	Athletics	Business & Vocational	Art ¢ Performance	Student Government	Military
30. How members work when the entire group is involved in a common project:					
Alone	1	1	1	2	0
With one other person	4	1	9	3	0
In small groups	15	15	23	30	0
In the whole group	23	7	26	15	1

activities. The teacher-sponsors maintain that interest, rather than skill, is required to join the activities, except for athletics, where athletic skills are perceived as necessary for membership. Dues and expenditures for supplies are important admission requirements, especially in Business and Vocational and Art and Performance.

Member attendance at activity functions is relatively heavy, according to teacher-sponsors. The primary purpose in Athletics is to give an athletic performance; in Business and Vocation, to enhance knowledge or learn a skill; in Art and Performance, to learn a skill or provide a service; in Student Government, to have fun or to provide a service. It is noteworthy that leadership positions are viewed as being held by White youth, who are primarily girls.

Leaders are generally selected by vote of members; members work together to decide activities, the rewards for participation are primarily personal for Business and Vocational, trophies for athletics, and "relationships with others" for Art and Performance and Student Government. Projects remain the same year after year in Athletics, but they change in the other activities with the coming of new members and teacher-sponsors.

Cooperation prevails in Student Government, but the youth compete and cooperate about equally in other activities. Rules in most instances have been formally established, and they are enforced by the teacher-sponsors or the school administrators. Youth are disciplined in Athletics by exclusion from participation, but by self-criticism, expulsion, or reprimand in other activities.

Teacher attitudes toward factors that affect participation in school activities as a function of (1) sponsorship of activities and (2) involvement in special education. Teacher-sponsor and teacher responses from the two questionnaires (see Appendices A and B) were combined for purposes of conducting multivariate comparisons of teacher attitudes toward participation in school activities when "students in general" and handicapped students, respectively, is taken as the referent group. Various items were scaled on the basis of their conceptual relationships. These scales were designed to reflect three characteristics of activities that mediate student participation: 1) status and prestige of membership, 2) organizational structure and types of tasks, and 3) membership variables related to degree of handicapping conditions. Each scale was tested for internal reliability using Cronbach's Alpha (Cronbach, 1951). To maximize scale reliability, items that showed poor correlation with the scales were removed. The means, standard deviations, and Alphas of the final version of the scales are presented in Table 9.

Table 9
Means, Standard Deviations, and Alpha Reliability Measures for Combined Teacher/Teacher-Sponsor Attitudes toward Factors that Affect Participation in School Activities (n = 426)

Scale	Teacher Sponsors n = 209	Teachers n = 217	Total n = 417	SD	Alpha
All Students*					
Status (items, 15-20, teachers; items 45-50, sponsors)	3.10	3.01	3.05	.63	.87
Structural and Task (items 3-13, teachers; items 33-43, sponsors)	2.96	2.48	2.71	.74	.84
Handicapped Students**					
Status (items 48-53, teachers; items 78-83, sponsors)	2.69	2.90	2.80	.74	.90
Structural and Task (items 27, 34-37, 39-46, teachers; items 57, 64-67, 69-76, sponsors)	2.62	2.92	2.77	.75	.83
Handicapping Conditions (items 21-25, 28-32, 38, teachers; items 51-55, 58-63, 68, sponsors)	2.69	2.86	2.78	.78	.87

*Low mean scores indicate that characteristics of school activities discourage participation (range from 1 = strongly discourages to 4 = strongly encourages).

**High mean scores indicate that characteristics of school activities discourage participation (range from 1 = very unimportant to 4 = very important).

A multivariate analysis of variance design was used to compare teacher responses on the five scales in terms of two important background factors: 1) level of teachers' formal involvement in school activities and 2) level of teachers' formal involvement with handicapped youth (cf. Table 10). For the first factor, teacher involvement in school activities was dichotomized on the basis of whether the teachers were sponsors of school activities (teacher-nonsponsor n = 217; sponsor n = 209). For the second factor, teacher involvement with handicapped youth was defined on the basis of formal experience in special education. The four levels of this factor were created from data drawn from section 5 of the teacher-sponsor questionnaire and section 3 of the teacher questionnaire. Teachers were grouped into four ordered categories, high (currently teaching a special education class, n = 27), high-medium (completed three or more university related courses in special education and/or attended three or more professional workshops in special education, n = 72), low-medium (completed one or two courses and/or attended one or two workshops, n = 282), and low (had not taught a special education class, not completed a course, and not attended a workshop, n = 45).

Table 10 shows that in respect to characteristics of activities related to students in general, teacher-nonsponsors and teacher-sponsors are similar in their attitudes toward status characteristics--whether prestige of the activity to various constituencies discourages or encourages participation--(however, the difference on the status scale did approach significance, $p < .10$). However, the teachers differ strongly relative to structural characteristics. Teacher-nonsponsors see activities as much less accessible relative to structure than do teacher-sponsors. The differences between teacher-nonsponsors and teacher-sponsors in respect to characteristics of activities related to handicapped students are consistent for all three scales. In each

Table 10

Multivariate Analysis of Variance for Teacher/Teacher-Sponsor Attitudes toward Factors that Affect Participation in School Activities (n = 426)

	Scale				
	All Students		Handicapped Students		
	Status	Structural	Status	Structural	Handicapped
Source	F	F	F	F	F
Involvement in school activities (A)[a]	3.04	97.51***	9.53*	43.98***	16.88***
Involvement with handicapped youth (B)[b]	.45	.13	2.67	2.09	.91
A x B[c]	.22	2.63	.59	1.24	2.46

[a] df = 1, 418 [b] df = 3, 418 [c] df = 3, 418

*p < .01
**p < .001
***p < .0001

instance, teacher-nonsponsors see activities as more formidable and inaccessible for handicapped students than do teacher-sponsors who are working with youth in activities. However, it is noteworthy that Table 10 also shows that the level of experience and expertise in special education has no effect on views of teachers toward participation in school activities for both students in general and handicapped students.

We may assume that teacher-nonsponsors have a less direct, and therefore, less accurate perception of actual barriers to participation in school activities, perhaps because of their unfamiliarity with the actual demands that activities place on students. The data support, therefore, the hypothesis that teacher-nonsponsors overestimate the inaccessibility of activities to both students in general, and especially, to handicapped students.

Our failure to find a significant difference on the status variable for students in general may be a statistical artifact (since the F test approached significance). A more conceptual explanation, however, follows from examining the means for that variable for the two groups of teachers, as presented in Table 9. Both teachers and teacher-sponsors rate status variables as encouraging participation in activities. Since status and prestige for participation in activities is strongly affected by the school milieu, one would not expect that these two groups of teachers would differ on the general significance of status.

The failure to find any significant effect among teachers relative to level of involvement in special education is noteworthy. Since neither the interactions between the two background characteristics nor the main effect for special education involvement was significant, it follows that expertise in special education does not affect the accuracy with which teachers perceive barriers to participation in school activities among either students in general or handicapped students.

Teachers' views of factors that affect participation in school activities. Table 11 (Students in General) and Table 12 (Handicapped Students) reveal differences between teachers and teacher-sponsors in their views toward adolescent participation in school activities. Table 11 was developed from responses to Section 2 of the Teacher-Sponsor survey and Section 3 of the Teacher survey. For items in Table 11, lower mean scores correspond to perceptions that a given factor discourages particiation. For items in Table 12, higher mean scores correspond to perceptions that a given factor discourages participation.

Table 11 shows that teacher-sponsors uniformly see factors associated with school participation as more important in encouraging participation than do teachers. Although item-by-item differences are not large, one might assume that teachers are more neutral about the factors because they are less involved with them. On the other hand, Table 12 shows that teachers, more than teacher-sponsors, uniformly regard the factors that are particularly relevant for the handicapped as more important to participation. These data suggest that teachers relative to teacher-sponsors see more impediments to participation in school activities for the handicapped, perhaps because as teachers per se they are not directly involved in conducting school activities and, thus, fail to perceive how readily handicapped youth can participate in them.

Summary of teacher perceptions. In general, teacher-sponsors and teacher-nonsponsors tend to hold similar beliefs toward school activities. However, relative to students in general, teacher-nonsponsors perceive more impediments to membership related to structural characteristics of school

Table 11
Teacher-Sponsor and Teacher Views of Factors that Encourage or Discourage Participation of Students in General

Item	Teacher-Sponsors n = 209		Teachers n = 217		Teacher-Sponsors and Teachers Combined n = 426	
	M	SD	M	SD	M	SD
31. Other commitments	1.89	.77	1.84	.70	1.86	.74
32. Meeting time	2.81	.77	2.63	.74	2.73	.76
33. Learn about joining	3.02	.63	2.78	.67	2.90	.66
34. Method of selecting members	3.15	.71	2.63	.71	2.90	.75
35. Skill requirements	2.88	.86	2.27	.75	2.58	.86
36. Financial considerations	2.84	.82	2.08	.76	2.47	.88
37. Transportation	2.64	.79	2.05	.78	2.35	.84
38. Ethnic or racial mix	2.95	.62	2.51	.67	2.74	.68
39. Acceptance by others	3.19	.60	2.86	.79	3.03	.72
40. Levels of cooperation	3.05	.56	2.54	.64	2.80	.65
41. Levels of competition	2.84	.71	2.33	.67	2.59	.74
42. Range of tasks	3.02	.58	2.65	.62	2.84	.62
43. Length of tasks	2.99	.58	2.53	.65	2.77	.65
44. Opportunity for leadership	3.11	.54	2.81	.70	2.96	.64
45. Prestige to members	3.23	.64	3.12	.72	3.17	.68
46. Prestige to other students	3.07	.67	3.05	.66	3.06	.66
47. Prestige to teachers and administrators	3.04	.59	2.88	.59	2.96	.60
48. Prestige to parents	3.07	.59	2.95	.59	3.01	.59
49. Prestige to community	3.02	.63	2.88	.56	2.95	.60
50. Rewards	3.18	.60	3.18	.69	3.18	.65

Table 12
Teacher-Sponsor and Teacher Views of Factors that Encourage or Discourage Participation of Handicapped Students

Item	Teacher-Sponsors n = 209		Teachers n = 217		Teacher-Sponsors and Teachers Combined n = 426	
	M	SD	M	SD	M	SD
51. Write legibly	1.99	.83	2.42	.76	2.20	.83
52. Organize information	2.64	.86	2.76	.65	2.70	.77
53. Remember information/long term	2.74	.88	2.74	.71	2.74	.80
54. Follow directions	2.15	.81	3.19	.60	3.17	.72
55. Communicate using spoken language	2.78	.83	3.11	.61	2.94	.75
56. Pride in participation	3.24	.77	3.24	.60	3.24	.69
57. Respect for authority	3.13	.74	3.05	.63	3.09	.69
58. Hearing impairment	2.27	.78	2.65	.76	2.46	.79
59. Visual-motor coordination	2.80	.93	2.89	.74	2.84	.84
60. Muscle control	2.77	.94	2.82	.73	2.79	.85
61. Work alone	2.50	.86	2.61	.73	2.56	.80
62. Attention span	2.89	.80	2.99	.62	2.94	.71
63. Perceive appropriate behaviors in a social situation	3.01	.76	3.19	.64	3.10	.71
64. How students learn about joining	2.64	.76	2.80	.67	2.72	.72
65. Other commitments	2.99	.75	3.16	.72	3.07	.74
66. Convenience of meeting time	2.88	.79	3.10	.63	2.99	.72
67. Selection of members (voluntary, elected, appointed, required)	2.70	.85	2.86	.63	2.78	.75
68. Skill requirements	2.74	.96	2.91	.65	2.82	.83
69. Financial consideration	2.08	.81	2.82	.78	2.44	.88
70. Transportation	2.45	.86	3.14	.70	2.79	.86
71. Ethnic or racial mix	1.70	.64	2.39	.80	2.04	.80
72. Acceptance by others	2.66	.85	3.14	.69	2.90	.81
73. Levels of cooperation	2.84	.73	2.94	.51	2.89	.63
74. Levels of competition	2.56	.85	2.80	.57	2.68	.74
75. Range of tasks	2.66	.77	2.91	.59	2.78	.70
76. Length of tasks	2.66	.78	2.85	.60	2.75	.70
77. Leadership positions	2.51	.75	2.70	.69	2.61	.73
78. Prestige to members	2.77	.77	3.03	.67	2.90	.73
79. Prestige to other students	2.74	.77	3.01	.71	2.87	.75
80. Prestige to teachers and administrators	2.55	.76	2.66	.71	2.60	.74
81. Prestige to parents	2.65	.76	2.88	.66	2.76	.72
82. Prestige to community	2.53	.77	2.61	.70	2.57	.74
83. Rewards	2.95	.78	3.19	.66	3.07	.73

activities as compared to teacher-sponsors. This discrepancy is relatively large in respect to handicapped students. In both instances, teacher-nonsponsors overestimate the inaccessibility of school activities to students.

Perceptions of Nonparticipants Toward School Activities

Table 13 is from Section V and Table 14 is from Section VI of the nonparticipant survey. Table 13 conveys responses pertaining to structural characteristics of activities. Table 14 conveys the attitudes of the nonparticipants toward participation in school activities. Responses to the questions that constitute the tables are organized separately by sex, ethnicity, and handicapping condition.

An examination of Table 13 reveals differences among the youth primarily by sex and ethnicity, but not by handicapping condition. In general, the nonparticipants indicate that they could find transportation to get to a school activity (#143), they go to counselors and friends to get information about activities (#144), the activities are viewed as inexpensive (#145), and they see that other commitments are their major impediments to participation (#146). They could contribute ideas and be creative in activities (#147), instead of participating in activities, they work, hang around with friends, help with the family, or have other hobbies to occupy their time (#148). Most could spend only five hours or less per week in an activity (#149), would become a member of an activity to have fun or to learn something new (#150), and thought interest alone was all that was necessary to join an activity (#151). However, most said that they would not join because of other commitments (#152). Further, girls more than boys and Mexican American more than White or Black youth rely on external sources of transportation (#143).

Table 13
Views of Nonparticipants toward Participation in School Activities

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
143. If you were to join an activity which meets before or after school, how would you get there?																									
1 I could drive my own car.	50	27	10	3	24	17	7	3	4	2	3	2	6	0	1	0	1	1	32	9	3	2	8	1	65
2 I could take the bus.	19	25	15	24	10	26	10	7	5	0	3	3	3	1	0	1	3	1	13	0	0	2	2	5	
3 A friend or relative could drive me.	30	91	8	27	29	56	7	13	2	5	1	8	5	2	0	0	4	3	22	11	2	4	4	7	
4 I could not get to and from meetings.	6	13	2	2	4	4	1	1	1	0	0	0	3	3	0	0	1	0	7	3	1	0	2	1	
5 I do not need transportation	50	46	2	7	20	19	7	4	0	0	0	0	10	1	1	0	3	0	19	17	3	2	3	0	
144. To whom do you go to get information about activities?																									
1 teachers	27	33	8	11	14	23	6	6	2	1	0	1	6	1	2	1	0	1	22	12	5	2	3	2	69
2 Special Education teachers	3	5	1	1	2	8	5	6	2	1	0	3	0	2	0	0	2	0	10	2	0	2	5	1	
3 counselors	68	90	25	42	43	64	17	10	7	4	6	5	13	3	0	0	8	4	27	26	9	6	9	9	
4 school psychologist	2	3	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	4	0	0	0	0	0	
5 friends	54	70	2	9	29	27	3	6	1	0	1	4	6	0	0	0	2	0	29	8	3	0	1	2	
145. How much would it cost you to belong to an activity for one year?																									
1 nothing	50	51	14	29	38	37	12	5	4	3	4	3	9	1	2	1	6	1	34	14	10	7	4	4	102
2 $1 to $5	12	23	3	3	4	19	7	7	1	0	1	1	3	0	0	0	1	2	20	11	0	0	1	2	
3 $6 to $10	30	40	8	8	9	23	5	9	3	1	0	4	2	0	0	0	3	0	13	6	2	1	3	2	
4 $11 to $15	9	20	3	9	8	16	5	4	0	2	0	3	2	2	0	0	1	1	10	8	3	1	1	1	
5 $16+	46	67	7	14	25	26	2	3	3	1	2	2	9	4	0	0	1	0	14	8	0	0	6	4	

Table 13
Views of Nonparticipants toward Participation in School Activities (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
146. What would stop you from being in an activity or club?																									
1 lack of money or transportation	13	13	8	8	9	16	9	6	2	0	1	3	6	3	0	0	5	1	20	8	5	5	3	4	104
2 other commitments (work, family, responsibilities, etc.)	108	143	17	39	58	81	11	12	4	4	2	5	14	2	0	1	3	2	43	23	6	4	8	5	
3 lack of certain skills	7	16	5	5	6	6	4	3	1	2	1	1	1	0	0	0	2	2	9	3	2	0	1	1	
4 lack of information about school activities/clubs	16	11	5	8	7	10	1	5	4	2	2	2	1	2	1	0	1	0	5	9	3	0	3	3	
5 lack of acceptance by other activity/club members	6	15	1	1	6	6	4	1	1	0	1	2	2	0	1	0	0	0	9	3	0	1	1	0	
147. What skills or talents do you have that could be used in an activity?																									
1 leadership ability	20	17	10	12	11	13	3	4	2	1	0	1	3	0	0	0	1	2	18	2	3	0	3	2	114
2 physical strength	35	27	9	8	16	15	10	3	1	0	1	1	9	1	0	1	1	0	18	5	5	1		3	
3 knowledge or expertise	29	23	6	6	14	14	3	3	2	0	0	3	1	1	0	0	2	0	16	4	2	0	4	0	
4 creativity	35	69	5	12	17	28	7	5	3	2	1	2	9	3	1	0	2	1	15	12	5	3	3	3	
5 ideas about what to do	30	53	4	22	24	46	7	12	3	4	5	6	4	2	1	0	5	1	23	25	2	5	4	7	
148. What do you do with your time instead of being in a school activity?																									
1 work at a job	47	48	9	19	21	21	7	6	3	2	1	2	4	0	0	1	2	1	22	12	5	1	5	3	104
2 be with friends	31	55	6	6	22	13	8	10	3	2	0	3	8	1	0	0	2	1	25	9	6	1	1	8	
3 watch TV	10	8	2	4	6	9	7	5	0	1	0	1	4	0	0	0	2	0	13	5	2	0	3	0	
4 help or be with my family	14	39	9	17	11	53	4	6	4	2	4	5	5	1	2	0	0	2	13	10	1	5	3	4	
5 have hobbies or other interests	47	43	8	14	23	18	5	1	0	0	2	2	5	5	0	0	5	0	22	13	2	2	5	0	

Table 13
Views of Nonparticipants toward Participation in School Activities (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
149. How much time could you spend weekly in a school activity?																									
1 none	26	35	6	10	18	17	10	4	1	1	0	3	5	2	0	0	3	0	29	6	5	0	3	4	130
2 2 hours or less weekly	39	35	9	24	21	36	11	14	4	1	0	4	8	1	0	0	2	1	23	23	7	5		4	
3 3-5 hours weekly	41	77	13	17	27	44	6	9	3	3	2	4	5	2	1	1	2	2	23	12	2	3	4	4	
4 6-8 hours weekly	19	33	3	2	11	7	4	0	0	0	0	1	4	1	1	0	2	0	7	1	2	0	3	1	
5 9+ hours weekly	15	13	5	4	5	12	1	1	2	1	5	0	4	1	0	0	1	0	7	3	1	0	0	1	
150. Why would you become a member of an activity?																									
1 to have fun	53	105	11	16	30	43	19	13	6	2	1	5	11	2	0	1	2	1	35	24	6	2	4	4	141
2 to learn something new	48	59	12	32	26	53	8	11	7	3	3	3	5	3	2	0	6	1	27	16	4	5	6	6	
3 to make things or provide a service	6	13	6	6	7	13	3	0	1	1	1	1	4	0	1	0	2	0	10	1	3	1	3	3	
4 to give an athletic performance	29	12	5	4	14	5	1	0	2	0	1	3	2	0	0	0	1	0	8	1	4	0	1	6	
5 to give an artistic performance	4	2	0	1	3	0	1	1	0	0	1	1	3	2	0	0	0	0	8	10	0	0	1	1	
151. What would you need most to be a member of an activity?																									
1 interest only--no skills	59	94	13	23	38	67	14	10	4	2	1	1	9	1	1	0	5	1	26	20	5	0	2	6	119
2 academic skills	14	23	9	12	10	13	4	2	2	0	2	4	3	1	1	1	1	0	22	6	0	1	4	2	
3 athletic skills	47	39	7	14	23	17	7	8	6	4	2	1	7	2	0	0	3	1	21	14	11	4	5	3	
4 performance/artistic skills	25	43	8	11	9	18	6	9	0	0	2	4	5	1	1	0	2	2	19	7	2	2	6	1	
152. What is the main reason that you have not joined an activity or club?																									
1 lack of information about school activities/clubs	16	15	7	12	9	17	4	3	3	1	1	1	3	0	1	0	2	0	6	4	4	1	1	2	
2 other commitments (work, family, responsibility, etc.	79	108	16	34	43	74	16	10	5	4	2	2	9	1	1	1	2	1	4	18	6	3	7	2	
3 lack of money or transportation	11	12	5	2	9	8	6	4	0	0	1	4	2	2	0	0	3	0	17	8	0	1	1	3	
4 lack of necessary skills	7	14	3	4	4	6	1	2	1	0	1	2	4	1	0	0	2	2	5	3	2	0	3	1	
5 no activity/club interests me	29	47	6	5	16	8	5	8	3	1	0	3	7	3	1	0	3	2	23	12	6	3	5	5	

Table 14
Attitudes of Nonparticipants Toward Participation in School Activities

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
153. I would like to join an activity/club.																									
1 strongly agree	27	47	3	11	9	19	4	4	1	0	3	1	3	0	0	1	2	0	14	5	3	1	0	1	102
2 agree	57	87	21	34	46	69	9	8	5	5	3	11	6	3	1	0	6	2	25	22	9	4	6	6	
3 disagree	54	50	12	11	20	25	10	9	3	1	0	1	10	1	0	0	2	2	28	13	3	2	9	4	
4 strongly disagree	12	13	1	2	5	3	9	7	3	1	0	1	7	2	1	0	2	1	24	6	3	1	2	3	
154. My parents would like me to join an activity/club.																									
1 strongly agree	23	40	6	7	8	18	1	0	5	1	2	3	3	1	0	0	3	2	16	9	3	2	1	1	104
2 agree	84	109	23	40	49	66	17	13	6	1	2	5	11	2	1	1	6	2	44	16	5	3	6	4	
3 disagree	33	43	4	9	20	26	8	9	1	5	2	5	7	3	0	0	3	1	25	14	5	3	5	9	
4 strongly disagree	9	6	4	2	2	5	6	6	0	0	0	2	4	1	1	0	0	0	10	6	3	0	4	0	
155. None of the activities/clubs at my school interest me.																									
1 strongly agree	19	18	7	2	10	5	5	5	2	0	0	2	3	1	0	0	2	1	24	0	2	0	1	1	
2 agree	39	49	11	12	23	19	10	6	4	2	2	4	6	2	1	0	3	1	23	16	5	3	7	6	
3 disagree	55	77	14	30	30	66	9	11	3	1	2	6	9	2	0	0	5	3	22	15	4	2	6	6	
4 strongly disagree	29	49	6	13	17	25	8	4	3	4	2	1	7	0	1	1	2	0	24	6	6	3	2	1	

Table 14(Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
156. I have many friends in activities/ clubs.																									
1 strongly agree	16	30	1	8	4	15	2	3	3	0	2	2	1	0	0	1	0	1	7	3	1	1	3	1	130
2 agree	62	74	16	24	37	56	8	6	2	2	0	6	7	3	0	0	6	1	31	23	4	3	3	2	
3 disagree	53	70	8	21	35	39	15	12	4	2	2	5	11	3	1	0	2	2	34	15	4	2	9	8	
4 strongly disagree	11	18	9	3	4	4	7	7	2	3	2	1	7	0	1	0	3	1	19	5	5	1	1	3	
157. I cannot join an activity/club because I work.																									
1 strongly agree	16	20	2	7	9	10	0	3	2	1	0	0	4	1	1	0	3	1	16	3	1	0	0	0	111
2 agree	31	28	6	7	12	15	8	4	4	2	2	1	1	0	0	0	1	1	24	12	4	0	4	0	
3 disagree	71	90	19	32	46	70	16	10	1	4	2	7	9	2	0	1	4	1	34	19	6	3	7	9	
4 strongly disagree	31	57	8	12	15	21	8	9	5	1	2	5	12	3	1	0	4	2	18	12	5	4	5	5	
158. Activities/clubs are important to my school principal.																									
1 strongly agree	14	35	4	10	12	3	6	5	4	1	0	2	4	0	1	1	4	2	14	2	6	2	1	2	127
2 agree	61	97	17	24	34	64	8	9	5	2	1	4	8	3	0	0	2	1	22	36	2	5	4	4	
3 disagree	56	51	14	19	24	34	11	7	1	2	3	6	6	3	0	0	3	0	26	17	4	2	6	8	
4 strongly disagree	15	11	1	4	9	10	7	5	2	1	2	0	8	1	0	0	2	2	15	5	2	1	4	0	

Table 14 (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
159. Other students in activities/club would not accept me because of my ethnicity or race.																									
1 strongly agree	6	4	2	1	6	3	0	1	0	0	0	0	1	0	0	0	1	0	11	3	0	0	1	1	127
2 agree	5	5	1	1	5	7	5	3	2	2	0	2	2	0	0	1	1	1	9	5	3	0	1	0	
3 disagree	54	65	15	21	32	52	14	7	5	2	5	7	7	3	0	0	3	3	33	14	3	2	8	8	
4 strongly disagree	83	117	17	34	38	52	11	17	5	2	1	5	16	3	2	0	7	1	36	23	8	4	6	5	
160. Activities/clubs are important to my parents.																									
1 strongly agree	18	19	3	5	6	1	7	1	2	0	0	1	1	1	0	0	3	1	10	5	1	1	0	1	126
2 agree	43	64	12	15	26	35	8	4	4	2	1	6	3	2	1	1	2	0	33	8	6	3	1	5	
3 disagree	60	92	14	29	37	62	10	11	5	4	3	5	13	2	0	0	3	3	30	24	7	1	9	5	
4 strongly disagree	27	16	5	8	11	17	7	10	1	1	1	1	7	2	1	0	4	1	19	6	3	2	5	3	
161. Other students in activities/clubs would not accept me because I am different.																									
1 strongly agree	3	4	0	2	5	6	4	1	1	0	1	1	1	0	0	0	1	0	8	4	3	0	1	1	131
2 agree	11	9	7	2	2	2	5	1	2	1	0	4	5	0	0	1	3	1	7	8	1	0	3	0	
3 disagree	68	78	14	28	42	58	14	13	3	5	5	8	12	4	0	0	4	3	34	21	7	5	6	10	
4 strongly disagree	61	101	14	25	29	45	9	11	6	1	1	2	8	3	1	0	4	1	31	11	6	2	6	3	

Table 14(Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
162. Activities/clubs at my school have fair rules for joining.																									
1 strongly agree	18	38	6	10	9	18	6	8	3	0	1	3	5	1	1	0	2	3	12	9	5	2	2	2	139
2 agree	106	131	25	40	49	78	16	17	8	3	3	9	14	3	0	0	8	0	46	27	9	3	11	8	
3 disagree	15	14	5	4	14	16	6	3	1	3	2	1	2	2	0	0	1	2	18	7	3	2	3	3	
4 strongly disagree	2	4	0	2	4	1	4	0	0	1	1	0	4	1	1	0	1	0	13	1	0	1	0	1	
163. I do not know how to become a member of an activity/club.																									
1 strongly agree	5	9	3	1	4	3	1	2	3	0	1	1	7	0	0	1	1	0	9	7	3	1	1	1	136
2 agree	19	36	12	8	16	24	12	12	1	2	2	6	6	2	0	0	3	2	24	9	4	2	5	3	
3 disagree	82	102	15	30	47	66	13	11	3	4	3	6	9	3	1	0	6	2	35	23	5	1	9	6	
4 strongly disagree	33	44	5	18	10	16	6	3	5	1	1	1	5	2	0	0	2	1	19	5	4	2	2	4	
164. Students at my school would like me to join an activity/club.																									
1 strongly agree	12	16	3	7	5	10	3	1	1	0	1	0	3	0	0	0	1	0	11	7	3	0	0	1	147
2 agree	67	104	18	30	40	61	13	11	9	4	1	10	6	1	1	0	4	3	28	14	6	2	11	6	
3 disgaree	51	62	12	15	29	35	11	15	2	1	4	4	10	2	0	1	3	1	30	22	4	5	4	6	
4 strongly disagree	10	6	2	4	4	2	4	2	0	1	1	0	7	3	0	0	3	1	15	3	3	1	2	1	

Table 14 (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
165. I cannot join an activity/club because I take care of my younger brothers or sisters.																									
1 strongly agree	5	12	1	3	1	5	4	1	0	0	1	1	2	0	0	0	1	1	6	7	4	0	0	0	134
2 agree	14	28	4	7	12	23	7	7	3	0	0	6	1	1	0	0	1	2	12	5	0	1	2	3	
3 disagree	63	81	17	28	44	57	13	11	4	6	3	6	11	3	0	1	5	1	39	20	5	4	7	6	
4 strongly disagree	60	69	14	16	21	28	7	9	5	1	3	1	11	3	1	0	5	1	34	11	8	2	7	5	
166. I do not know very much about the activities/clubs at my school.																									
1 strongly agree	11	25	4	7	5	10	3	6	4	0	1	4	5	2	0	0	1	1	15	10	4	0	1	1	142
2 agree	58	70	17	20	30	49	16	13	4	4	2	3	8	2	0	0	7	1	30	12	7	5	9	6	
3 disagree	50	70	8	21	35	45	9	5	1	2	2	5	9	0	0	1	2	3	32	19	4	1	4	6	
4 strongly disagree	20	21	7	4	7	9	3	5	2	1	2	1	3	1	1	0	2	0	13	5	2	2	1	1	
167. I am smart enough to be a member of an activity/club.																									
1 strongly agree	51	53	11	19	19	20	7	3	2	0	2	2	6	0	1	1	4	1	24	8	6	2	4	2	135
2 agree	77	116	21	29	47	66	9	8	8	4	3	4	10	3	0	0	5	2	41	31	7	4	9	6	
3 disagree	10	17	1	6	8	23	12	14	1	3	2	5	6	3	0	0	1	1	16	8	3	1	2	4	
4 strongly disagree	3	5	2	2	3	3	4	2	1	0	0	1	3	1	0	0	1	1	9	0	1	0	1	2	

Table 14 (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
168. I have no way to get to or from activity/club meetings.																									
1 strongly agree	2	5	2	0	3	4	2	1	3	1	0	1	1	0	0	0	3	0	7	2	0	0	0	1	140
2 agree	11	20	6	9	11	12	6	5	2	0	1	7	5	3	0	0	1	1	21	9	4	2	3	1	
3 disagree	83	110	17	34	46	70	14	12	5	4	5	5	11	2	0	0	5	2	40	25	9	2	8	9	
4 strongly disagree	45	54	10	12	19	23	10	9	2	2	1	1	8	1	1	1	3	2	22	10	5	3	4	3	
169. I would be liked by other members if I joined an activity/club.																									
1 strongly agree	10	28	5	8	12	13	5	2	4	0	2	3	1	0	0	1	3	0	9	8	3	2	0	1	143
2 agree	102	131	18	35	40	63	12	14	4	3	2	7	14	2	1	0	5	1	40	25	7	3	10	8	
3 disagree	22	24	9	7	20	25	11	9	1	3	3	4	4	3	0	0	2	2	30	8	5	2	3	4	
4 strongly disagree	7	3	4	6	5	8	4	2	3	1	0	0	4	2	0	0	2	1	13	4	1	1	2	0	
170. I have enough talents or skills to be a member of an activity/club.																									
1 strongly agree	32	33	14	18	20	16	5	5	5	0	2	3	6	3	1	0	3	1	25	7	7	4	2	3	136
2 agree	94	131	18	33	39	77	17	7	3	5	2	6	7	1	0	1	3	3	43	27	6	3	10	5	
3 disagree	9	23	1	3	15	16	8	15	3	2	3	4	8	1	0	0	1	0	22	10	3	1	3	6	
4 strongly disagree	8	1	2	1	2	1	2	0	1	0	0	0	4	1	0	0	3	0	5	2	1	0	2	0	

Table 14 (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
171. Activity/clubs are important to teachers at my school.																									
1 strongly agree	8	15	7	8	7	6	4	2	4	0	0	3	3	0	1	0	0	0	14	6	3	0	2	0	147
2 agree	78	106	20	24	39	65	11	18	5	5	4	5	6	4	0	1	5	2	35	21	6	4	6	6	
3 disagree	44	56	7	22	25	33	12	6	0	1	2	4	10	2	0	0	2	1	31	20	6	2	6	8	
4 strongly disagree	10	8	1	2	6	6	4	2	1	1	1	1	5	1	0	0	5	1	9	1	2	1	1	0	
172. Membership in an activity/club is important to me.																									
1 strongly agree	9	19	4	2	6	10	3	3	3	0	1	2	3	0	0	0	3	0	6	4	3	0	0	0	157
2 agree	37	53	20	20	18	41	8	8	5	3	0	3	3	1	0	0	3	3	20	12	5	6	7	5	
3 disagree	70	88	9	26	48	52	15	13	1	3	4	5	12	3	1	0	3	1	38	23	5	2	4	7	
4 strongly disagree	25	24	2	5	5	8	6	4	1	0	1	2	3	2	0	1	2	1	25	6	2	0	5	2	
173. I do not have the money to belong to an activity/club.																									
1 strongly agree	5	5	2	7	3	5	5	0	1	0	0	2	2	2	0	1	3	0	7	7	1	0	2	1	142
2 agree	25	38	6	10	9	20	6	9	2	2	1	6	5	1	0	0	1	1	18	11	5	3	5	2	
3 disagree	71	94	18	26	47	59	14	0	4	5	5	6	11	1	0	0	4	3	37	17	5	2	6	7	
4 strongly disagree	41	50	10	12	20	30	6	6	4	0	1	0	7	2	1	0	2	1	26	9	6	3	3	4	

Table 14 (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
174. My teachers would like me to join an activity/club.																									
1 strongly agree	3	8	9	4	6	4	5	3	3	0	1	2	3	1	0	1	5	1	4	2	1	1	2	1	155
2 agree	49	71	9	24	21	39	32	12	5	2	1	5	4	1	0	0	1	1	27	13	7	2	6	2	
3 disagree	77	93	13	26	39	60	8	10	2	3	4	7	9	2	0	0	3	1	38	21	6	2	5	8	
4 strongly disagree	11	14	4	1	9	8	7	2	1	1	0	0	8	2	1	0	3	2	19	8	2	2	4	3	
175. Other students in activities/clubs would not accept me because of my handicap.																									
1 strongly agree	3	1	0	3	3	1	2	2	0	0	1	1	1	1	0	0	3	0	5	1	1	0	0	0	152
2 agree	10	8	4	5	8	4	4	2	0	1	0	2	3	0	0	0	1	2	16	5	3	2	1	2	
3 disagree	51	59	12	17	30	38	13	15	3	6	2	8	8	4	0	0	3	1	31	12	4	1	10	4	
4 strongly disagree	78	118	19	31	34	66	12	9	6	0	4	3	11	2	1	1	4	2	38	26	9	4	5	6	
176. I would make new friends if I joined an activity/club.																									
1 strongly agree	24	63	11	12	14	30	3	5	4	0	1	3	8	0	0	1	4	1	13	17	4	6	4	1	158
2 agree	96	109	16	37	49	75	20	19	4	4	1	8	13	3	0	0	5	3	42	21	7	2	9	9	
3 disagree	14	10	6	5	10	4	7	2	0	1	1	3	3	1	1	0	1	1	16	4	3	0	1	4	
4 strongly disagree	7	3	1	1	3	1	2	1	2	1	3	0	2	1	0	0	1	0	15	1	2	0	1	0	

Table 14(Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
177. Activities/clubs are important to students in my school.																									
1 strongly agree	18	51	7	12	16	18	7	5	5	0	2	2	7	1	0	1	2	2	16	12	4	3	6	0	146
2 agree	83	105	22	26	31	65	11	14	3	4	2	8	7	4	0	0	6	2	44	23	6	3	5	7	
3 disagree	20	29	3	15	26	21	11	10	1	3	2	3	8	0	1	0	2	1	19	7	4	2	5	7	
4 strongly disagree	9	3	2	2	2	3	3	0	2	0	1	0	4	1	0	0	1	0	11	4	2	0	1	0	

Specifically, the males see themselves as having physical strength and girls see themselves as having ideas about what to do to contribute to the activity. It is noteworthy that among white youth, EH and LD boys, relative to EH and LD girls, see themselves as having more leadership and physical strength and knowledge or expertise to contribute (#147). Also, girls help with the family whereas boys spend time with hobbies and other interests; however, Black and Mexican American youth tend to help more with their families in comparison with white youth who spend time with friends (#148). Black youth, and LD and EMH youth, were willing to spend the least amount of time in school activities (#149). Girls would join activities to have fun whereas boys expressed a variety of interests. Also, White youth would join primarily "to have fun" while Black and Mexican American youth would join to learn something new (#150). It is noteworthy that nonhandicapped Black youth see "interest only" as the primary need to belong whereas LD Black youth see athletic skills as most important (#151).

Table 14 reveals that, in general, nonparticipants would like to join an activity (#153) and their parents would like them to be members (#154). However, approximately forty percent of the nonparticipants do not see any of the activities/clubs as being interesting to them (#155). Nonparticipants are equally split in having friends in activities (#156). They say that work would not be an impediment to joining (#157). They are divided equally as to whether the activity is important to school principals (#158). They overwhelmingly agreed that ethnicity is of no consideration relative to their participation (#159). They do not see activities as important to their parents (#160). They feel strongly that they would be accepted by others (#164). They see rules of activities as fair (#162), and most know how to become a member of an activity or club (#163). They are split evenly on whether others would like them to join an activity/club (#164). Most disagree that taking care of siblings impedes them from joining (#165). About half say they know something about a club or activity (#166), and nearly all of the youth say that they are smart enough to become a member (#167). None of the students see a handicap as an impediment to joining (#175). They agree that they have a means of transportation (#168) and that they would be liked by other members if they joined an activity (#169). Also they say that they would make new friends (#171), that they have sufficient talent to join (#170), and that they have enough money to join (#173). They see activities as important at their school (#177) and as important to teachers (#171), but they do not see teachers as interested in their joining (#174). Further, membership is unimportant to the nonparticipants (#172).

Specifically, Blacks and Mexican Americans would like to become members of extracurricular activities more than Whites. The nonhandicapped generally, females, and Mexican Americans see activities as more interesting as compared to males, Blacks, and Whites. The handicapped feel (only slightly more proportionately) that others would not accept them if they joined an activity (#161), and that others do not want them to join an activity (#164). Blacks feel that they have somewhat more talent than Whites and Mexican Americans to contribute to an activity (#170); Blacks also see membership as potentially more important to them. Finally, the handicapped see money as more important (#173), and see teachers as less interested in their participation #174); EH and LD youth see their handicaps as more of a problem to them than EMH youth, and the handicapped believe that they would make fewer friends as compared with nonhandicapped youth if they joined an activity (#176).

and activity), many cells are empty. Therefore, Table 15 was constructed from modal patterns revealed in Appendices F to I, and contains fourteen characteristics of activities. Each "x" corresponds to the most frequent response for participants in each activity. The pattern of military participation, although included as Appendix J, has been excluded from Table 15 because of small cell sizes.

Table 15 reveals that participants in Athletics (A) see themselves as spending much more time in the activity as compared to participants in Art and Performance (AP), Business and Vocational (BV), and Student Government (SG) (#101). Whereas participants in AP and SG would spend their time socializing if they were not in the activity, those in BV and A would spend their time working at a job (#102). Students Joined AP and SG to have fun, BV to learn something new, and A to give an athletic performance (#103). Participants in AP, SG, and A learned about joining from other members of the club, and those in BV learned about joining from teachers and/or administrators (#104).

Participants in A perceive athletic skills as necessary for membership, but those in AP, BV, and SG see interest alone as necessary for membership (#105). Whereas participants in BV could drive their own car to activity meetings, those in AP and SG would rely on friends and relatives for transportation. Further, participants in A said they did not need transportation (#106). Participants in all four kinds of activities see membership as very inexpensive (#107). Also, all participants indicate that other commitments to work and family are the only factors that would inhibit increased participation (#108). Whereas participants in BV and A are motivated to continue their membership in the activity for personal success, those in AP and SG do so because of relationships with other activity/club members (#109). Participants in BV, SG, and A reward themselves for

Table 15
Modal Participation Patterns of Students in School Activities/Clubs

	Arts and Performance	Business and Vocational	Student Government	Athletics
101. Time spent weekly in this activity				
1 2 hours or less weekly	x			
2 3-5 hours weekly		x	x	
3 6-8 hours weekly				
4 9+ hours weekly				x
102. What would you do with your time if you were not in this activity?				
1 work at a job		x		x
2 be with friends			x	
3 watch TV				
4 help or be with my family				
5 have hobbies or other interests	x			
103. Why did you join this activity?				
1 to have fun	x		x	
2 to learn something new		x		
3 to make something or provide a service				
4 to give an athletic performance				x
5 to give an artistic performance				

Table 15 (Continued)

	Arts and Performance	Business and Vocational	Student Government	Athletics
104. How did you learn about joining?				
1 school counselor				
2 other member of the club	x		x	x
3 school newspaper/newsletter				
4 teachers and/or administrators		x		
5 club publicity on campus				
105. What did you need most to become a member?				
1 interest only--no skills needed	x	x	x	
2 academic skills				
3 athletic skills				x
4 performance/artistic skills				
106. How do you get to meetings before or after school?				
1 I would drive my own car.		x		
2 I would take a bus.				
3 A friend or relative could drive me.	x		x	
4 I do not need transportation.				x
5 I could not get there.				

Table 15 (Continued)

	Arts and Performance	Business and Vocational	Student Government	Athletics
107. How much does it cost you to belong to the activity/club?				
1 nothing	x	x	x	x
2 $1 to $5				
3 $6 to $10				
4 $11 to $15				
5 $16 or over				
108. If you wanted to increase your participation, what would stop you?				
1 lack of money or transportation				
2 other commitments (work, family responsibilities, etc.	x	x	x	x
3 lack of information or clear directions				
4 lack of acceptance by other activity/club members				
109. Why do you stay a member of this club?				
1 personal success		x		x
2 trophies, letters, certificates, badges, etc.				
3 recognition (peers, parents, etc.)				
4 relationships with others	x		x	

Table 15 (Continued)

	Arts and Performance	Business and Vocational	Student Government	Athletics
110. Who rewards you for your achievements in this club?				
1 self		x	x	x
2 parents				
3 other members	x			
4 school sponsors				
5 teachers and administrators				
111. What is the most important contribution you make to this activity/club?				
1 leadership ability				
2 physical strength				x
3 knowledge or expertise				
4 creativity				
5 ideas about what to do	x	x	x	
112. How do you achieve the goals of the activity/club?				
1 compete more than you cooperate				
2 cooperate more than you compete			x	
3 compete and cooperate equally	x	x		x

Table 15 (Continued)

	Arts and Performance	Business and Vocational	Student Government	Athletics
113. Who leads the activity most of the time?				
1 all members together		x		
2 sponsor or school administrator				
3 activity leaders	x		x	x
4 committee of members				
114. How many activities do you belong to other than this one?				
1 none				x
2 one	x	x	x	
3 two				
4 three				
5 four or more				

achievements in the activity, but those in AP see rewards coming from other members (#110). Whereas participants in AP, BV, and SG perceive their own ideas as their most important contribution to the activity, those in A see physical strength as their most important contribution (#111). Participants in AP, BV, and A believe that goals of the activity/club are achieved by an equal amount of cooperation and competition among members (#112). It is noteworthy that only those participants in SG see cooperation as more important for achieving goals than competition. Participants in AP, SG, and A see activity leaders directing the activity while those in BV see all members acting together directing the activity (#113). Whereas participants in AP, BV, and SG tend to belong to two school activities, those in A tend to belong only to a single athletic activity/club (#114).

Summary of participant perceptions. Participants join activities to have fun and learn new skills. Whereas social skills may be more necessary for membership in AP, BV, and SG than task-performance skills, athletic skills are prerequisite for membership in A. Development of interpersonal relationships and personal growth are perceived as the most important benefits from membership across activities. Commitments to factors external to activities impede increased participation, however, most participants belong to two activities.

Personality Representations by Sex, Handicapping Condition, and Ethnicity

The data from earlier pilot studies showed that males and females often differed in their self-representations on the five Interpersonal Adjective Variables. Consequently, the analyses presented in this section are separated for each sex.

Adolescents' self-representations of personality. Two-way analyses of variance (ANOVAS) were used to assess the effects of handicapping condition and ethnic background on each of the five Interpersonal Adjective Variables (IAV). Results of these analyses are shown in Tables 16 and 17. Table 16 presents the means on which they are based and Table 17 indicates the results of the ANOVAS. The interpretation of high and low mean scores on the five IAV variables is given in Table 7. Since all students, regardless of handicapping condition and ethnicity were asked to rate themselves on the IAV, all of them are included in these analyses.

The ANOVAS reveal a differentiated picture of self-representations among handicapping conditions and ethnic backgrounds. Among females, nonhandicapped (NH), emotionally handicapped (EH), and learning disabled (LD) adolescents see themselves as less irresponsible than educable mentally handicapped (EMH) see themselves. EH and NH females perceive themselves to be less submissive/self-effacing than do LD or EMH females. Conversely, EH and NH females view themselves as more responsible/concerned than do LD and EMH females. Ethnic differences among females appear on only one of the IAV scales--irresponsible/unconcerned; Black females rate themselves as much less irresponsible than Mexican American females rate themselves. Handicapping condition only differentiates adolescent males on the responsible/concerned IAV scale; LD males regard themselves less positively than do NH, EH, and EMH males. Ethnic differences among males emerge on two of the five IAV scales--aggressive/malicious and irresponsible/unconcerned. In each instance, Black males rate themselves more favorably compared to the self-representations of Mexican American and White males.

Two conclusions are noteworthy from these data. First, among females, NH and EH adolescents have more positive self-images than do LD and EMH

Table 10
Means and Standard Deviations within Sex for Interpersonal Adjective Variables on Self-Representation by Handicapping Condition and Ethnicity (n = 1632)

	Type of Handicap												Ethnicity								
	NH			EMH			EH			LD			Black			Mex. Am.			White		
Interpersonal Adjective Variable	n	M	SD	n	M	SD	n	M	SD	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Females	655			58			18			94			132			239			454		
Dominant/Status		2.17	.42		2.27	.36		2.23	.37		2.29	.48		2.07	.39		2.23	.43		2.19	.43
Aggressive/Malicious		2.87	.50		2.87	.55		2.74	.51		2.84	.50		2.91	.48		2.84	.51		2.85	.51
Irresponsible/Unconcerned		3.33	.38		3.13	.42		3.28	.30		3.23	.42		3.39	.37		3.25	.40		3.30	.38
Submissive/Self-effacing		3.24	.47		3.01	.48		3.32	.45		3.15	.51		3.34	.42		3.18	.47		3.20	.48
Responsible/Concerned		1.78	.33		1.86	.40		1.81	.35		1.86	.35		1.76	.37		1.86	.34		1.78	.33
Males	507			59			49			192			120			205			482		
Dominant/Status		2.10	.41		2.01	.44		2.21	.41		2.07	.42		1.95	.39		2.12	.41		2.11	.41
Aggressive/Malicious		2.84	.49		2.76	.57		2.73	.60		2.75	.53		2.99	.45		2.83	.48		2.75	.53
Irresponsible/Unconcerned		3.25	.39		3.19	.43		3.19	.40		3.18	.51		3.31	.40		3.22	.41		3.21	.44
Submissive/Self-effacing		3.26	.44		3.16	.55		3.22	.45		3.27	.52		3.36	.52		3.23	.48		3.24	.45
Responsible/Concerned		1.93	.33		1.94	.42		1.95	.38		2.00	.43		1.95	.39		1.99	.34		1.93	.37

Table 17
Two-way Analyses of Variance within Sex for Interpersonal Adjective Variables on Self-Representation by Handicapping Condition and Ethnicity, (n = 1632)

		Interpersonal Adjective Variables				
		Dominant/ Status	Aggressive/ Malicious	Irresponsible/ Unconcerned	Submissive/ Self-effacing	Responsible/ Concerned
Source		F	F	F	F	F
Females, n = 825						
Self-representations by Type of Handicap	(A) (3,813)	2.30	.43	9.81***	3.66**	3.28*
Self-representations by Ethnicity	(B) (2,813)	1.12	1.59	3.05*	1.63	1.25
A x B	(6,813)	1.55	1.52	2.54*	1.26	1.45
Males, n = 807						
Self-representations by Type of Handicap	(A) (3,795)	1.47	.44	.16	.09	3.22*
Self-representations by Ethnicity	(B) (2,795)	2.08	6.83**	3.43*	2.40	2.66
A x B	(6,795)	1.97	1.88	1.63	.81	1.01

Note: Figures in parentheses are degrees of freedom.
*p .05; **p .01; ***p .001

adolescents. LD and EMH females as compared with NH and EH females experience more difficulty in learning academic content, may feel inferior in the academic setting, and thus the internalization of these feelings may result in lower self-esteem. Second, the civil rights movement and programs aimed at improving self-images among Blacks, like Jessie Jackson's P.U.S.H., may account partially for the finding that Black youth have more favorable self-images within females to a lesser extent, and within males to a greater extent, than do Mexican American or White youth.

Adolescent perceptions of others. Of the 1,632 adolescents who participated in the study, 780 were asked to express their perceptions of either high school students in general (n = 384) or handicapped students in general (n = 396) as reference groups. The perceptions of these two groups were measured on each of the five IAV scales. Three-way ANOVAS were used to study the effects of handicapped status, ethnic background, and reference group on the 780 adolescents' perceptions of others, as measured by the five IAV scales. Results of these analyses are shown in Tables 18 and 19. Table 18 includes the means on which they are based, and Table 19 indicates the results of the ANOVAS.

The first main effect compares the personality representations made by handicapped and nonhandicapped youth of both handicapped and nonhandicapped peers; ratings on the IAV were combined across reference groups in order that handicapped and nonhandicapped youth could be compared. The second main effect compares the three ethnicities (Black, Mexican American, and White) in terms of their personality representations of both handicapped and nonhandicapped peers combined. The third main effect compares the ratings of the two reference groups, adolescents who rated high school students in

Table 18
Means and Standard Deviations for Interpersonal Adjective Variables, within Sex, Classified by Raters' Handicap Status, Ethnicity, and Ratings of Two Reference Groups, (N = 780)

		Interpersonal Adjective Variables									
		Dominant/ Status		Aggressive/ Malicious		Irresponsible/ Unconcerned		Submissive/ Self-effacing		Responsible/ Concerned	
	N	M	SD	M	SD	M	SD	M	SD	M	SD
Females											
Status											
Handicapped	75	2.39	.43	2.47	.65	2.77	.51	2.79	.54	2.31	.50
Nonhandicapped	326	2.38	.42	2.58	.60	2.82	.49	2.83	.46	2.29	.51
Ethnicity											
Black	67	2.33	.42	2.62	.69	2.87	.52	2.91	.57	2.24	.58
Mexican American	111	2.40	.42	2.65	.52	2.85	.39	2.81	.46	2.19	.42
White	223	2.38	.42	2.50	.62	2.77	.53	2.81	.45	2.28	.52
Reference Group											
High School Students in General	192	2.25	.39	2.36	.61	2.71	.53	2.90	.45	2.40	.51
Handicapped Students in General	209	2.50	.41	2.74	.55	2.91	.44	2.75	.48	2.11	.46
Males											
Status											
Handicapped	113	2.33	.59	2.58	.63	2.78	.58	2.84	.62	2.35	.65
Nonhandicapped	266	2.32	.47	2.59	.55	2.84	.48	2.82	.50	2.28	.48
Ethnicity											
Black	52	2.18	.55	2.78	.60	2.96	.56	3.04	.54	2.22	.50
Mexican American	94	2.32	.44	2.64	.58	2.92	.45	2.92	.51	2.24	.53
White	233	2.35	.52	2.53	.57	2.75	.51	2.75	.53	2.34	.55
Reference Group											
High School Students in General	192	2.24	.49	2.50	.58	2.79	.52	2.87	.52	2.42	.56
Handicapped Students in General	187	2.40	.52	2.67	.56	2.85	.50	2.79	.55	2.19	.49

*Students included in Table 20 are those who rated either "High School Students in General" or "Handicapped Students in General"

Table 19
Three-way Analyses of Variance for Interpersonal Adjective Variables, within Sex, Classified by Raters' Handicap Status, Ethnicity, and Ratings of Two Reference Groups ("High School Students in General" or "Handicapped Status") (N = 780)

	Interpersonal Adjective Variables				
	Dominant/ Status	Aggressive/ Malicious	Irresponsible/ Unconcerned	Submissive/ Self-effacing	Responsible/ Concerned
Source	F	F	F	F	F
Females, n = 401					
Handicap Status (A) (1,389)	.01	.07	.07	.68	.36
Ethnicity (B) (2,389)	.14	2.93*	.79	.44	.96
Reference group (C) (1,389)	1.41	9.21**	7.08**	1.16	10.16**
A x B (2,389)	.38	.54	.11	1.06	.26
A x C (1,389)	4.45*	.33	.29	.03	.04
B x C (2,389)	1.34	2.01	1.56	1.35	.12
A x B x C (2,389)	.27	1.41	.72	1.39	.21
Males, n = 379					
Handicap Status (A) (1,367)	.06	.03	.37	.63	1.04
Ethnicity (B) (2,367)	1.65	3.49*	4.13*	8.27***	.71
Reference group (C) (1,367)	.18	4.53*	2.07	.13	8.66**
A x B (2,367)	.70	.83	.57	1.47	.33
A x C (1,367)	2.86	.03	2.17	3.87*	.13
B x C (2,367)	3.20*	.04	.74	1.42	.14
A x B x C (2,367)	1.01	.12	.31	.03	.03

Note: Figures in parentheses are degrees of freedom.
*p < .05; **p < .01; *** p < .001

general versus adolescents who rated handicapped students in general, as made by the 780 subjects without regard to their own handicapped status or ethnicity.

Table 19 reveals the relative influence of handicapped status, ethnic background, and reference group as assessed by the personality representations that adolescents make of others. The F associated with the test of the first main effect indicates that handicapped and nonhandicapped youth of both sexes do not differ on any of the IAV scales in rating the personalities of other youth. The F associated with the test of the second main effect shown in Table 19 indicates that ethnic background differentiates adolescent females in rating other youth on the aggressive/malicious scale. As the means in Table 18 show, White females view other youth less favorably than do Black and Mexican American females. Moreover, ethnic differences appear on three of the five IAV scales for adolescent males. White adolescent males view others less favorably than do Black and Mexican American males in respect to aggressiveness, irresponsibility, and submissiveness. An intriguing difference appears when the ratings made by the 780 youth of high school students in general are compared with those of handicapped students in general. For example, the F associated with the test of the third main effect shows that adolescents of both sexes see handicapped students as significantly more responsible than they see youth in general. Further, both sexes also see handicapped youth as significantly less aggressive, and adolescent females also see handicapped students as significantly less irresponsible than students in general. It is noteworthy that the F tests for the interactions regarding images of the personalities of handicapped versus nonhandicapped youth are largely nonsignificant. These data suggest that neither handicapped status nor ethnic background affects personality evaluations of youth who are asked to rate peers either by handicapped status or by nonhandicapped status.

Two conclusions may be drawn from these data. First, for males more than females, White adolescents have less positive perceptions of others than do Blacks and Mexican Americans. These data suggest that White youth appear to be more ethnocentric than Blacks and Mexican Americans. Second, in regard to the perception of the personalities of handicapped youth, adolescents see handicapped youth more positively than they do students in general. However, since the handicapped youth are seen more positively on the responsibility and aggressiveness IAV scales but not on the dominant/status IAV scale, this positive regard may be interpreted as either patronizing or based on the perception that the nonhandicapped are nonthreatening. Thus, the positive regard may be based less on respect of skills or friendship than on empathy and caring.

Summary of personality representations. As measured by the five personality variables, adolescents' self-representations (Tables 16 and 17) are characterized by positive self-images regardless of ethnicity or handicapping condition. Whereas females' self-images differ primarily by handicapping condition, males' self-images differ primarily by ethnicity. Among females, LD and EMH youth regard themselves less favorably on factors related to responsibility and submissiveness as compared to NH and EH females. These data suggest that labeling (Chapman & Boersma, 1979) and Cooley's (1902) "looking-glass self" may, indeed, influence handicapped females to view themselves as inferior to others. LD and EMH youth comprise the group of students who may have been frequently described as "slow" or "dumb" by significant others. Further, these youth may have not been given tasks that require leadership or responsibility. Consequently, in lieu of evidence to the contrary, these youth may perceive themselves as lacking positive personality characteristics. Why these results were not found for handicapped males may be due to socialization patterns open to males in our society. Males have greater latitude in demonstrating leadership and responsibility. Many of these occasions require little or no scholastic abilities. For example, muscling a football across a goal line may require little scholastic ability, but does result in considerable praise from significant others. Forums in which to demonstrate skills unrelated to scholastic ability and to receive social praise for performance have not existed until recently for females. Thus, these youth have had little basis for perceiving positive traits in themselves. Recent legislation specifically mandating equal access for females to athletic activities may serve to improve self-images in these youth.

Adolescents' representations of others (Tables 18 and 19) follow a pattern similar to self-representations. That is, whereas females differ in their ratings of handicapped students versus nonhandicapped students, males differ in their ratings of different ethnic groups. Specifically, females perceive handicapped youth as less malicious and more responsible than they do nonhandicapped youth. However, these patterns may be more patronizing than genuine. In contrast to results mentioned in the preceding section, males, in general, view Whites less favorably as compared to Blacks and Mexican Americans. Specifically, Whites are perceived as more malicious and less responsible as compared to Blacks and Mexican Americans. Since results in the preceding section suggest that Whites are more ethnocentric than Blacks or Mexican Americans, it appears that Black and Mexican American youth apparently have rated White youth as more hostile and irresponsible than White youth have rated Black and Mexican American youth to be. This finding indicates that minority youth hold relatively strong negative stereotypes toward White youth. Therefore, whereas White youth may be characterized as ethnocentric, Black and Mexican American youth may be characterized as unfavorably stereotypical toward White youth.

Comparisons Among Constituencies

Comparison of the views of teachers who are sponsors and teachers who are not sponsors (combined) with the views of students who are nonparticipants in school activities. (Table 11 compared with Tables 13 and 14). The teachers agree with students who are nonparticipants in school activities (nonparticipants) that the potential for acceptance of new members by existing members strongly encourages participation in school activities (Table 11, #39 and Table 14, #169). Existing members in school activities are perceived as genuinely accepting of new members and eager to welcome them into the activity. Also, teachers agree with nonparticipants that "other commitments" to both work and family strongly discourage participation in school activities (Table 11, #31 and Table 13, #146.) Factors regarding responsibilities and commitments unrelated to activity characteristics, more than any negative attitude toward school activities, keeps nonparticipants out of school activities. Interestingly, teachers see prestige of an activity to parents as strongly encouraging participation whereas students tend to see their parents' attitudes toward school activities as being negative, i.e., that school activities are unimportant to parents (Table 11, #48 and Table 14 #160). These data suggest that while parents are actually indifferent or discouraging toward their childrens' membership in school activities, teachers are unaware of these negative attitudes and take parental support of school activities for granted. Since teachers expend minimal effort toward soliciting active parental support for school activities, they thus may be ignoring an important factor related to why nonparticipants do not join extracurricular activities.

Comparison of the views of teachers who are sponsors and teachers who are not sponsors (combined) with the views of students who participate in school activities. (Table 11 compared with Table 15) Teachers agree most with students who participate in school activities (participants) that "acceptance by others," "relationships with others," and "personal success" strongly encourage participation in school activities (Table 11, #39 and #45 and Table 15, #109). All of these factors suggest that participants appreciate the opportunity to develop socialization skills, experience personal growth and rewards, and receive social praise as a result of their membership. This finding is not surprising, however, since these factors have long been primary objectives of participation. Teachers also agree with participants that "other commitments" to work and family strongly discourage increased participation in school activities (Table 11, #31 and Table 15, #108). As with nonparticipants, responsibilities to commitments unrelated to activity characteristics, more than negative attitudes, serve to moderate participation in school activities. Interestingly, teachers see financial considerations as discouraging participation while participants see school activities as relatively cost-free, and therefore, see no impediment to participation related to financial demands of school activities (Table 11, #36 and Table 15, #107). Also, teachers see problems related to transportation as discouraging participation while participants relate that they have adequate means of transportation to school meetings (Table 11, #37 and Table 15, #106). These data suggest that teachers hold misperceptions regarding structural characteristics that may discourage participation. It is reasonable to assume that teachers share their beliefs toward school activities with students, and that they may influence students to not participate in school activities on the basis of their misperceptions.

Comparison of the views of participants and nonparticipants toward school activities. (Tables 12 and 14 compared with Table 15). A comparison of participant and nonparticipant attitudes toward structural characteristics of school activities reveals that, in general, nonparticipants see school activities as moderately more expensive, time-consuming, and inaccessible than do participants. It is noteworthy that both participants and nonparticipants see other commitments to a job and/or their families as major impediments to participation in an activity. Interestingly, nonparticipants see school counselors as major source of information about joining an activity while participants see friends that are members of the activity as their most important source of information. In general, nonparticipants appear to have relatively accurate perceptions of the structural characteristics of school activities, but do not join school activities/clubs because of other commitments to their jobs and families. Also, nonparticipants see the kinds of activities available to them as uninteresting and are, therefore, not motivated to pursue membership in them.

The characteristics of school activities compared, as seen by participants. (Table 15, see also p. 24). Extracurricular school activities were described in the method section in terms of six characteristics: structure, membership, status, tasks and goals, norms, and involvement.

Two structural characteristics of activities were investigated: weekly time investment (#101) and cost (#107). Whereas all activities are perceived as being relatively cost-free, Athletics are seen as demanding more time per week from members than Art and Performance, Business and Vocational, and

Student Government. However, since many athletic activities generally meet for less than a full academic year, members in the other activities may actually spend as must time in their activities over the year as do those in Athletics. Further, examination of Table 15 (#101) reveals, to a moderate degree, that activities meeting during class periods (Art and Performance) demand less time of their members than do those meeting before or after class periods (Business and Vocational, Student Government, and Athletics).

Three membership characteristics were studied: reason for joining (#103), whether membership was solicited by teachers or members (#104), and skills necessary for membership (#105). For all activities, the reason for joining is consistent with the perceived necessary skills for membership. For example, Art and Performance, Business and Vocational, and Student Government are perceived as requiring no special skills for membership.

Two status characteristics were examined: reason for maintaining membership, and source of rewards for achievement. The source of rewards is consistent with the reason for maintaining membership for Business and Vocational activities, Student Government, and Athletics. Specifically, participants in Business and Vocational activities and Athletics maintain membership for personal growth and see rewards for achievement as self-attained. Participants in Art and Performance maintain membership to develop relationships with other members and see rewards for achievement as arising from those relationships. However, a discrepancy exists for Student Government. Members in Student Government maintain membership to develop relationships with other members, but see rewards as primarily self-attained. Thus, participants in Student Government may define personal growth relative to increased social skills and less on the basis of intrapsychic development.

Competitive versus cooperative means of goal achievement was studied as a task and goal characteristic (#112). Competition and cooperation are equally operative toward achievement of activity goals for Art and Performance, Business and Vocational and Athletics, in Student Government cooperation is more important than competition. Perhaps these differences follow because members of Art and Performance, Business and Vocational, and Athletics continually cooperate and compete to achieve status as well as activity goals. Conversely, after members in Student Government compete for and are elected to office, they may shift their energies toward increased cooperation in such forms as collective lobbying with other members to achieve political goals for both themselves and the constituents they were elected to represent. Indeed, diplomacy and tactfulness may be the most important social skills students gain as members of this school activity.

Authoritarian versus democratic leadership was studied as a norm characteristic (#113). Whereas leadership is largely authoritarian for Art and Performance, Student Government, and Athletics, it is democratic for Business and Vocational activities. Since continuity in goals, procedures, and purpose for existence is necessary for continued existence for the former three activities, activity leaders are obliged to "carry on" traditions within these activities. However, Business and Vocational activities must continually revise goals and procedures consistent with changing business trends in production, marketing, and advertising.

One involvement characteristic was examined: mediators of increased participation (#108). Participants in all activities indicated that other commitments to both work and family are the only impediments to increased participation. These data suggest that students who are participants in school activities have strong personal investments in the activities to which they belong. Thus, involvement is mediated more by factors external to activities than by factors related to internal characteristics of activities.

Summary of comparisons. All constituencies concur that "other commitments" to both work and family most strongly discourage participation in school activities. Attitudes toward school activities are generally positive, and teachers, nonparticipants, and participants alike tend to hold similar views toward the structural characteristics of school activities. To a limited extent, teachers see structural characteristics as more discouraging to participation in school activities than do either nonparticipants or participants. All constituencies hold similar views regarding the remaining five characteristics of school activities--membership, status, tasks and goals, norms, and involvement. However, nonparticipants differ from participants in regard to one membership characteristic--they perceive school counselors as soliciting participation in activities. Perhaps, then, one reason nonparticipants may not pursue membership in school activities is because school counselors fail to provide adequate access routes into school activities.

The Relative Influence of Factors Underlying Participation in School Activities.

One major aim of the investigation, as stated in Chapter 1, is to describe the relative influence of factors underlying participation in school extracurricular activities. The analyses reported in the above sections were intended to identify direct relationships between the main independent variables of the study and participation. Our purpose in this section is to use selected independent variables amd specify their relative explanatory power to participation in school activities. We rely now on the use of multivariate regression analysis, and we consider factors that affect participation of adolescents in general and of minority handicapped adolescents in particular.

Our original intent was to group several independent variables in terms of five basic "blocks:" (1) control (handicap condition and ethnic status); (2) background (age, sex, academic aspirations, social class, etc.); (3) attitudes toward behavioral settings (membership costs, contribution to activities, importance of activity); (4) beliefs toward others; and (5) beliefs toward self. The blocks, in turn, were to be used in regression analyses to predict the relative influence of the combined variables in participation in school activities. However, for two reasons, the plan to block the variables was abandoned. First, several of the background and activity variables were so conceptually distinct that meaningful groupings of them into linear scales would have been inappropriate. Second, each of the variables was of sufficient intrinsic interest to warrant individual analysis of its particular contribution to predicting participation in school activities.

The dependent variable, participation in school activities, was derived by comparing all of the nonparticipants (group one) with participants whose level of activity ranged from 2-5 hours (group two), 6-8 hours (group three), and 9+ hours (group four). The entire set of independent variables then was regressed on level of participation in school activities. The multiple regression strategy employed was based on the stepwise solution (Kerlinger & Pedhazer, 1973). In the stepwise solution, variables are successively entered so as to maximize their combined contribution to the squared multiple correlation with the dependent variable. In our analyses the solution was terminated when no remaining independent variable made a significant contribution ($p < .05$) to the squared multiple correlation.

Table 20 presents the means, standard deviations, and alpha measures (where appropriate) for each of the predictor variables included in the regression analysis. All the variables were formed or drawn directly from items contained in Forms I and II of the student questionnaires. Twenty-nine of the questions asked of both participants and nonparticipants were identical on both forms, and it is these items that constitute those shown in Table 20. The variables are listed roughly in the following order--background, activity, and personality.

Table 21 reveals that the twenty-nine independent variables are relatively uncorrelated with one another. These data indicate that multicollinearity of independent variables, that is the extent to which they share common variance, is not a problem among the significant predictors of participation in school activities.

Table 22 presents the regression analysis for the entire sample of 1,632 adolescents. The zero-order correlations with the dependent variable, the size of the $\underline{R}^2$ increment produced by each significant predictor in the stepwise solution, and the F values for the contributions of significant predictors are shown. The combined $\underline{R}^2$ for all significant predictors is .229. Fourteen variables were retained as significant predictors of participation in school activities. In this analysis, the fifteen nonsignificant predictors together accounted for less than one-half of one percent of the variance in the dependent variable.

The findings presented in Table 21 reveal that background, activity, and personality variables are relatively important predictors or indicators of school activities. An adolescent's future school plans, which reflect

Table 20
Means, Standard Deviations and Alpha Reliability Measures for the Personal and Social Predictor Variables of Participation in School Activities

Variable	Range	M	SD	Alpha*
Handicap severity	1-3	1.40	.68	-
Ethnicity--Black	Dummy	-	-	-
Ethnicity--Hispanic	Dummy	-	-	-
Age	1-5	2.95	1.19	-
Sex	Dummy	-	-	-
Future school plans	1-5	3.34	1.34	-
Social class	5-10	8.18	1.39	-
High school program of studies	1-5	2.56	1.60	-
Family structure	1-4	3.58	.63	-
Parental educational level	105	3.25	1.21	-
Work for pay	1-5	2.09	1.51	-
Membership costs	1-5	2.62	1.56	-
Membership desire	1-5	2.40	.92	-
Transportation	1-5	3.28	1.21	-
Contribution to activity--physical strength	Dummy	-	-	-
Contribution to activity--knowledge and expertise	Dummy	-	-	-
Contribution to activity--creativity	Dummy	-	-	-
Importance to students	1-4	2.16	.76	-
Importance to parents	1-4	2.60	.82	-
Importance to teachers	104	2.38	.73	-
Importance to principal	1-4	2.44	.85	-
Self-representation--dominant	1-4	2.14	.42	.74
Self-representation--submissive	1-4	3.23	.47	.63
Self-representation--responsible	1-4	1.87	.36	.73
Self-representation--irresponsible	1-4	3.26	.41	.63
Self-representation--aggressive	104	2.83	.51	.72
Self-esteem	1-4	1.90	.50	.63
Locus of control	1-4	2.83	.51	.45

*Scale variables only

Table 21
Correlation Matrix for Independent Variables which Contributed Significantly to Prediction of Participation in School Activities (n = 1,632)

Variable	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Future school plans	-.20	.11	-.28	.04	.11	.10	.18	-.13	-.07	.06	.15	-.05	.23
2. Self-representation--dominant		-.09	.02	-.03	-.01	-.22	-.14	.15	.10	-.44	.04	-.10	-.08
3. Contribution to activity--physical strength			.01	-.07	-.20	-.20	.02	-.03	.04	.06	-.02	-.07	-.01
4. Handicap severity				-.03	-.05	-.05	-.08	.06	.05	-.06	-.05	.05	-.17
5. Membership costs					.02	.02	.07	.04	.06	.02	.03	.04	.06
6. Contribution to activity--knowledge and expertise						.17	.03	-.01	.00	.02	.02	.03	.09
7. Contribution to activity--leadership ability							.07	-.05	-.05	.11	.02	.06	.06
8. Social class								-.08	-.03	.06	.03	.08	.10
9. Importance to parents									.21	-.02	-.02	.06	-.07
10. Importance to students										.03	-.03	.02	-.08
11. Self-representation--submissive											.07	.04	.19
12. Self-representation--aggressive												.03	.18
13. Age													.06
14. Locus of control													

Table 22
Regression Analysis Summary: Prediction of Participation in School Activities, all subjects (n = 1,632)

Degrees of Freedom First Step: 1,630
R^2 for Significant Steps Only = .229

Independent Variable	Simple r	R^2 Increment (Stepwise)	F-Ratio (Stepwise)
Future school plans	.303	.092	164.69
Self-representation--dominant	-.199	.027	49.19
Contribution to activity--physical strength	.150	.022	40.82
Handicap severity	-.212	.018	34.24
Membership costs	-.100	.012	22.73
Contribution to activity--knowledge or expertise	.108	.011	21.59
Contribution to activity--leadership ability	.128	.016	31.33
Social class	.165	.008	15.31
Importance to parents	-.150	.005	10.65
Importance to students	.036	.006	13.20
Self-representation--submissive	.043	.005	9.59
Self-representation--aggressive	.099	.005	9.72
Age	.052	.003	7.01
Locus of control	.142	.002	4.06
Ethnicity--Black	.019		
Ethnicity--Hispanic	-.049		
Sex	.025		
High school program of studies	-.134		
Family structure	.038		
Parental educational level	.082		
Work for pay	.066		
Transportation	.062		
Membership expenses	.001		
Contribution to activity--creativity	-.130		
Importance to principal	.009		
Importance to teachers	-.002		
Self-representation--irresponsible	.060		
Self-representation--responsible	-.122		
Self-esteem	-.130		

academic aspirations and goals, is an especially strong indicator. A belief in one's self as a leader and an internalized locus of control are also important factors. Ability to contribute to the activity--in physical strength, expertise, or leadership is important, too. Participants are more likely to be higher in social class than nonparticipants, to be able to afford membership costs, and to believe that participation is important to their peers but not to their parents. It is noteworthy, however, that the youth view handicap severity, which was based upon a linear scale that included mildly learning disabled (group one), moderate to severely learning disabled (group two), and the emotionally handicapped and educable mentally handicapped (group three), as a detriment to participation in school activities. In brief, the analyses reveal that participants in school extracurricular activities are those who possess the requisite resources in both personality traits and social support. Unfortunately, the data suggest, conversely, that less popular youth--those holding poor images of themselves, those who are handicapped, and those for whom a social support structure is lacking, are less likely to participate in school activities.

Table 23 presents the zero-order intercorrelations of the five variables that contributed significantly to predicting the level of participation in school activities of the 164 handicapped Blacks and Mexican Americans. As with the full sample, multicollinearity is not a problem among the predictor variables. Table 24 reveals how these variables predicted participation in school activities for the 164 subjects. The zero-order correlations with the dependent variable, the size of the $\underline{R}^2$ increment produced by each significant predictor in the stepwise solution, and the F values for the contributions of significant predictors are shown. The combined $\underline{R}^2$ for all significant predictors is .269. As these data show, handicap severity is not seen as

Table 23
Correlation Matrix for Independent Variables which Contributed Significantly to the Prediction of Participation in School Activities by Handicapped Students of Black and Mexican American Backgrounds [illegible] = 164)

Variable	2	3	4	5
1. Future school plans	.19	.04	.08	.03
2. Contribution to activity--physical strength		-.14	-.02	-.16
3. Contribution to activity--knowledge and expertise			.13	-.13
4. Transportation				.13
5. Contribution to activity--leadership ability				

Table 24
Regression Analysis Summary: Prediction of Participation in School Activities by Handicapped Youth of Black and Mexican American Background (n = 164)

Degrees of Freedom First Step: 162
R^2 for Significant Steps Only = .269

Independent Variable	Simple r	R^2 Increment (Stepwise)	F-Ratio (Stepwise)
Future school plans	.384	.147	27.98
Contribution to activity--physical strength	.249	.032	6.33
Contribution to activity--knowledge and expertise	.175	.036	7.27
Transportation	-.134	.034	7.11
Contribution to activity--leadership ability	.063	.020	4.32

important by the handicapped youth themselves. However, academic aspirations and what one can contribute to an activity are as important to these youth as to adolescents in general. Yet, whereas transportation to the activities is a nonsignificant predictor among youth in general, it emerges as relatively significant among the handicapped minority youth.

Summary. Minority students who are handicapped do not differ markedly from adolescents in general relative to the importance of factors that affect their participation in school activities. Future school plans--youth's aspirations for further education--is the best single predictor for both groups. However, whereas personality factors are relatively more important for adolescents in general, the contributions one can make to an activity seem relatively more important to the handicapped. And the handicapped are also more concerned about transportation than are adolescents in general.

Summary of Major Findings

Among Teachers

1. Teacher-sponsors are relatively accurate in their perceptions of the structure of school extracurricular activities and of characteristics of members.
2. Teacher-sponsors believe that youth learn about joining from other members and club publicity; they see lack of skills and other commitments as the main reasons that youth do not participate in school activities; they hold that costs are important admission requirements; they see activities as open to all and relatively democratic.
3. Teacher-nonsponsors, compared to teacher-sponsors, view school extracurricular activities as relatively less accessible to students in general.
4. Teacher-nonsponsors, compared to teacher-sponsors, view more prestigious and more structured school activities as discouraging handicapped students from participation; they are also likely to view circumstances that might discourage handicapped students from participating in school activities as more discouraging than do teacher-sponsors.
5. Experience in the field of special education does not affect the accuracy with which teachers perceive barriers for either students in general or handicapped students in particular relative to participation in school activities.

6. Teacher-nonsponsors agree more than teacher-sponsors that there are factors that are likely to impede participation of students in general in school activities. Further, teacher-nonsponsors, more than teacher-sponsors, are likely to regard these factors particularly associated with the participation of handicapped students as impediments.

Among Students

7. Availability: adolescents in general who do not participate in school activities believe that activities are available but that they are not relevant to their interests. Black and Mexican American youth indicate a stronger desire to participate than do white youth, but they feel particularly constrained by commitments to work and family. None of the nonparticipants view handicapping conditions as impediments to participation.
8. Reason for joining: adolescent participants in school activities agree uniformly across the different activities, that development of interpersonal relations and personal growth are the most important benefits of participation. Many participants are active in two or more activities; they say that they are impeded from greater participation by other commitments, *e.g.*, work and family. Adolescent participants do not appear to differ in their outlook toward school activities by sex, ethnicity, or handicapping condition.
9. Self-images: a differentiated picture, by sex, ethnicity, and handicapping condition, of adolescent self-images emerges from the analyses. Among adolescent girls, nonhandicapped and emotionally handicapped youth have more positive self-images than do learning disabled and educable mentally handicapped youth. Further, Black girls

rate themselves more highly than do Mexican American girls (White girls do not differ from either of the two minority ethnicities). Among boys, nonhandicapped, emotionally handicapped, and educable mentally handicapped students regard themselves more positively than do learning disabled students. And Black boys rate themselves more favorably than do Mexican American and White boys.

10. Images of other youth: nonhandicapped adolescents and handicapped adolescents do not differ in rating the personalities of other youth on the scales of the Interpersonal Adjective Variables.
    A. White girls rate other youth less favorably than do Black and Mexican American girls; White boys view other youth less favorably than do Black and Mexican American males.
    B. Adolescents of both sexes see handicapped students as significantly more responsible and less aggressive than they see youth in general. Adolescent girls see the handicapped as significantly less irresponsible than students in general.

Comparisons among constituencies

11. Teacher-nonsponsors, teacher-sponsors, and adolescent nonparticipants and participants in school activities uniformly agree that "other commitments" to work and family are the factors that most strongly discourage participation in school activities.
12. Teachers in general believe that problems related to transportation impede participation. However, whereas minority handicapped youth agree that transportation is a problem, nonhandicapped participants and nonparticipants do not see transportation as a critical issue in their participation.

13. Adolescent nonparticipants in school activities, in contrast to teachers and adolescent participants, view school counselors as a major source of information about school activities.

Relative importance of factors that affect participation

14. Future school plans, social class, belief in one's self as a leader, an internalized locus of control, and willingness to contribute to activities emerge as the relatively more important factors affecting participation in school activities. It is noteworthy, too, that "importance to peers" is positively associated with participation but that "importance to parents" is negatively associated with participation.

15. Minority students who are handicapped do not differ markedly from adolescents in general relative to the importance of factors that affect their participation in school activities. Future school plans--youth's aspirations for further education--is the best single indicator of participation for both groups. However, whereas personality factors are relatively more important for adolescents in general, such external considerations as the contributions one can make to an activity seem relatively more important to the handicapped. And the handicapped are also more concerned about transportation than are adolescents in general.

RECOMMENDATIONS

School extracurricular activities were selected as the target of concern of this investigation because of their significance in the social lives of adolescents. The data indicate that students who participate in school activities appear to stay in school longer and have future goals to better themselves educationally and vocationally. One might assume that handicapped adolescents, if encouraged to participate in school activities, might commit themselves to a greater degree to staying longer in school and seeking stronger vocational goals for their future. A listing of recommendations based on this project has been developed for consideration. These recommendations are presented in four distinct areas: (1) teacher-sponsors, (2) teacher-nonsponsors, (3) student participants, and (4) general recommendations.

Teacher-sponsor Recommendations

(1) Effort should be made to recruit minority participation in school activities since White youth are proportionally more active than minority youth.

(2) Review handicapped youth participation in Business and Vocational activities. Their relevance to vocational needs of the handicapped should be emphasized with particular emphasis on entrance accessibility factors that might limit participation of this group.

(3) Provide information to special education teachers and counselors relative to specific clubs and activities, since handicapped youth seek information from these two sources. This information should cover skills needed for membership and approximate amount of time needed to be involved in school activities.

(4) Develop a range of activities within the club that can accommodate varing amounts of time for participation, as well as *individual* and small group tasks. One of the primary reasons students do not join clubs or activities is related to their other commitments.

(5) Create awareness particularly of those activities/clubs where interest in the activities is high and where minimal participation skills are required.

(6) Seek financial resources for handicapped students/minorities who do not have adequate personal funds to belong to a club or activity; subsidize public transportation for club meetings and activities. Many civic organizations will provide monies to activities/clubs that will encourage participation of handicapped students.

(7) Provide group leadership experiences for handicapped and minority students.

(8) Encourage tasks that require each member of a small group to assume part of the responsibility for completing the task.

(9) Utilize a "buddy-system" between a handicapped student and a nonhandicapped student to promote modeling, socialization, and greater awareness of the strengths of the handicapped.

(10) Provide inservice education relative to the parameters of school activities so all school personnel will be aware of types of activities available, entrance requirements, meeting time, costs, skills needed, and other factors related to participation. Demographic information such as sex and ethnic membership should also be provided as well as those clubs and activities that have encouraged successful participation of the handicapped.

(11) Develop informational "fliers" for parents related to clubs and activities and ask them to encourage student participation.

Teacher-nonsponsor Recommendations

(1) Encourage special education teachers to sponsor school clubs and activities. There is some evidence to indicate a greater number of handicapped students will seek participation if the teacher is a special education teacher.

(2) Discourage clubs and activities designed to isolate the handicapped rather than "mainstream" them with nonhandicapped peers. Seek information on those clubs and activities that have encouraged successful participation of the handicapped.

(3) Attend inservice training, if provided, to gain awareness and information of the clubs and activities available in the school.

Handicapped Student Participation

Handicapped students should be encouraged to

(1) seek information about school clubs and activities that are in their areas of interest; specifically, they should ask the special education teacher or school counselor about clubs or activities in his/her area of interest as well as those clubs or activities that encourage participation of handicapped students.

(2) determine if there are clubs or activities that meet at times when they have no other commitments.

(3) discuss transportation or money needs with the teacher sponsor or special education teacher if these factors prevent their participation.

(4) talk with friend(s) who are participating in school clubs or activities and find out why the friend(s) enjoy participation.

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APPENDIX A

ARIZONA STATE
UNIVERSITY
TEMPE, ARIZONA 85281
COLLEGE OF EDUCATION
CENTER FOR ADOLESCENT RESEARCH, EVALUATION, AND SERVICE

MEMORANDUM

TO: Faculty Sponsors of School Activities/Clubs

FROM: L. Kay Hartwell, Project Co-Director

Robert E. Grinder, Project Co-Director

DATE: JAN 1982

We are engaged in a joint research effort with the Phoenix Union High School District to advance understanding of handicapped adolescents of different ethnicities. As a sponsor (co-sponsor) of a school activity or club, you possess information that is essential to the success of the study.

We are seeking knowledge about how participation in school activities may be facilitated for handicapped youth of different ethnicities. The handicapped youth who are the focus of our study are those who are receiving special education services in your school and being restricted to the categories of the Educable Mentally Handicapped (EMH), Emotionally Handicapped (EH), Hearing Handicapped (HH), Learning Disabled (LD), and Speech Handicapped (SH).

We have enclosed a questionnaire that asks you to describe the activity/club which you sponsor, to assess a variety of participation factors that encourage or discourage participation, and to indicate your general perceptions of how important the factors are to the participation of handicapped students in your activity/club.

We hope that you will agree that the information will be valuable to both your high school and the Phoenix Union High School District. We will compile the data in summary form and a copy of the analyses will be made available to you through your principal's office. The information will describe the characteristics of the district as a whole and your school in particular.

The data will not be reported on an individual basis; therefore, you need not sign your name to the survey.

Thank you for your participation. Your cooperation is critical to the success of the project.

REG:sjb

Enclosure

ACTIVITY/CLUB SPONSORSHIP SURVEY*

Part I: Descriptive Information About Your Activity/Club

Consider the activities/clubs which you sponsor in school. SELECT the one activity or club in which you are most involved. WRITE the name of that activity/club in the following space:

____
Name of the School Activity/Club

Please respond to items 1 through 6 by writing in each blank the appropriate NUMBERS for each question related to your school activity/club.

1. How many members are in each grade level? Best estimate by number.

_____ 9th
_____ 10th
_____ 11th
_____ 12th
_____ ungraded

2. What is the sex of members? Best estimate by number.

_____ female
_____ male

3. What is the ethnic or racial background of members? Best estimate by number.

_____ Anglo
_____ Black
_____ Hispanic
_____ Native American
_____ Oriental

4. How many handicapped students are members? Best estimate by number.

____

5. How many handicapped students from each of the following categories are members? Best estimate by number.

_____ educable mentally handicapped (EMH)
_____ emotionally handicapped (EH)
_____ hearing handicapped (HH)
_____ learning disabled (LD)
_____ speech handicapped (SPH)

6. How many handicapped students from each of the following ethnic groups are members? Best estimate by number.

_____ Anglo
_____ Black
_____ Hispanic
_____ Native American
_____ Oriental

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*Professors Robert E. Grinder and L. Kay Hartwell, Center for Adolescent Research, Evaluation, and Service, Arizona State University

Directions: Please mark your answers for items 7 through 30 by marking an "X" next to the most appropriate answer.

Please mark ONE choice. When more than one choice seems appropriate, choose the most important. MARK ONE CHOICE ONLY.

7. How do students learn about joining your activity/club?

___ A school counselor
___ B other members of the club
___ C school newspaper/newsletter
___ D teachers and/or administrators
___ E club publicity on campus

8. When does the activity/club meet?

___ A before school
___ B during school
___ C after school
___ D both before and after school
___ E both during school and either before or after school

9. Where does the activity/club meet?

___ A classroom
___ B room other than classroom on campus (library, etc.)
___ C on campus outdoors
___ D off campus

10. What is the average time that students spend weekly in meetings and activities related to your activity/club?

___ A 2 hours or less weekly
___ B 3-5 hours weekly
___ C 6-8 hours weekly
___ D 9+ hours weekly

11. What is the minimum time students spend weekly in the activity/club?

___ A 2 hours or less weekly
___ B 3-5 hours weekly
___ C 6-8 hours weekly
___ D 9+ hours weekly

12. What is the maximum time students spend weekly in the activity/club?

___ A 2 hours or less weekly
___ B 3-5 hours weekly
___ C 6-8 hours weekly
___ D 9+ hours weekly

13. What is the main reason students do not join the activity/club?

___ A lack of necessary skills
___ B lack of money
___ C other commitments (work, family responsibilities, etc.)
___ D lack of information about activity/club
___ E transportation to and from school

14. How is membership in the group determined?

___ A voluntary
___ B honorary (by invitation)
___ C appointed or selected
___ D elected
___ E required (as credit or related to another class)

15. What skills are required to enter the activity/club?

___ A interest only--no skills needed
___ B scholastic skills
___ C athletic skills
___ D performance/artistic skill

16. What is the largest expenditure members must make?

___ A equipment
___ B transportation to or from activity
___ C dues, supplies, or admissions
___ D uniforms
___ E none

17. How many members regularly attend scheduled meetings?

___ A 1-5
___ B 6-10
___ C 11-15
___ D 16-20
___ E 21+

18. What is the primary purpose of the activity/club?

___ A to have fun
___ B to enhance knowledge or learn a skill
___ C to produce a product (a yearbook, art projects, cookbooks, etc.) or provide a service
___ D to give an athletic performance
___ E to give an artistic performance

19. Which ethnic group mainly holds leadership positions?

___ A Anglo
___ B Black
___ C Hispanic
___ D other
___ E no predominant group

20. Which sex mainly holds leadershi positions?

___ A female
___ B male
___ C neither sex predominates

21. How are leaders selected?

___ A vote by members
___ B seniority
___ C sponsor or administration
___ D volunteer
___ E committee of members

22. Who decides what the official activity/club activities will be?

___ A each member acting alone
___ B all members together
___ C activity leaders
___ D sponsor or school administration
___ E committee of members

23. What are the rewards for participation?

___ A personal success
___ B trophies, letters, certificates,badges, etc.
___ C recognition (peers, parents, etc.)
___ D relationships with others

24. Do projects change or remain the same?

___ A remain the same year after year
___ B change with new members and/or sponsors

25. How do members achieve the goals of the activity/club?

___ A compete more than they cooperate
___ B cooperate more than they compete
___ C compete and cooperate about equally

26. Are projects primarily long or short term?

___ A long-term (weeks or months)
___ B short-term (hours or days)

27. Are rules of the activity/club primarily formal or informal?

___ A formal (written)
___ B informal (made up along the way)

28. Who usually enforces rules?

___ A self-imposed
___ B all members together
___ C sponsor or school administration
___ D activity leaders
___ E committee of members

29. What is the primary disciplinary action of the activity/club?

___ A self-criticism
___ B expulsion from the activity/club
___ C reprimand
___ D exclusion from participation

30. How do members work when the entir group is involved in a common project?

___ A alone
___ B with one other person
___ C in small groups
___ D in the whole group

Part II: The factors listed below may encourage or discourage participation of students in your school activity/club. Rate the influence of each factor on their participation by CIRCLING a number on the scale from 1 (Strongly discourages participation) to 4 (Strongly encourages participation).

		Participation			
		Strongly Discourages	Discourages	Encourages	Strongly Encourages
31.	Students' other commitments (work, family responsibilities, etc.)	1	2	3	4
32.	Convenience of meeting time	1	2	3	4
33.	How students learn about joining	1	2	3	4
34.	Method of selecting members (voluntary, elected, appointed, required)	1	2	3	4
35.	Skill requirements for membership	1	2	3	4
36.	Money or financial considerations needed by members	1	2	3	4
37.	Transportation to and from activities	1	2	3	4
38.	Ethnic or racial mix of group	1	2	3	4
39.	Acceptance by other group members	1	2	3	4
40.	Levels of cooperation needed to complete a task	1	2	3	4
41.	Levels of competition needed to complete a task	1	2	3	4
42.	Range of tasks (both easy and difficult)	1	2	3	4
43.	Length of tasks (both short term and long term)	1	2	3	4
44.	Opportunity for leadership positions	1	2	3	4
45.	Prestige of activity/club to members	1	2	3	4
46.	Prestige of activity/club to other students	1	2	3	4
47.	Prestige of activity/club to teachers and administrators	1	2	3	4
48.	Prestige of activity/club to parents	1	2	3	4
49.	Prestige of activity/club to community	1	2	3	4
50.	Rewards for participation	1	2	3	4

Part III: Please select and rank in order from items 31-50 the three items that most strongly encourage and the three that most strongly discourage participation. Please the numbers of the items in the spaces below.

Strongly encourages	Strongly discourages
_____ Rank 1	_____ Rank 1
_____ Rank 2	_____ Rank 2
_____ Rank 3	_____ Rank 3

Part IV: The factors listed below may affect the participation of handicapped students in your school activity/club. Rate the importance of each factor on the participation of HANDICAPPED students by CIRCLING a number on the scale from 1 (Very unimportant) to 4 (Very important).

Although you may not now have handicapped youth in your activity/club, use your best judgment to rate how much each factor would affect their participation.

		Importance			
		Very unimportant	Unimportant	Important	Very important
51.	Ability to write legibly	1	2	3	4
52.	Ability to organize information	1	2	3	4
53.	Ability to remember information on a long term basis	1	2	3	4
54.	Ability to follow directions	1	2	3	4
55.	Ability to communicate using spoken language	1	2	3	4
56.	Pride in participation	1	2	3	4
57.	Respect for authority	1	2	3	4
58.	Hearing impairment (partial hearing loss)	1	2	3	4
59.	Visual-motor coordination (ability to coordinate eye and hand movement)	1	2	3	4
60.	Muscle control (ability to manipulate small and large objects)	1	2	3	4
61.	Ability to work alone	1	2	3	4
62.	Attention span (length of time a person is able to work at a given task)	1	2	3	4
63.	Ability to perceive appropriate behaviors in a social situation	1	2	3	4
64.	How students learn about joining	1	2	3	4
65.	Students' other commitments (work, family responsibilities, etc.)	1	2	3	4
66.	Convenience of meeting time	1	2	3	4
67.	Method of selecting members (voluntary, elected, appointed, required)	1	2	3	4
68.	Skill requirements for membership	1	2	3	4

69.	Money or financial considerations needed by members	1	2	3	4
70.	Transportation to and from activities	1	2	3	4
71.	Ethnic or racial mix of group	1	2	3	4
72.	Acceptance by other group members	1	2	3	4
73.	Levels of cooperation needed to complete a task	1	2	3	4
74.	Levels of competition needed to complete a task	1	2	3	4
75.	Range of tasks (both easy and difficult)	1	2	3	4
76.	Length of tasks (both short term and long term)	1	2	3	4
77.	Opportunity for leadership positions	1	2	3	4
78.	Prestige of activity/club to members	1	2	3	4
79.	Prestige of activity/club to other students	1	2	3	4
80.	Prestige of activity/club to teachers and administrators	1	2	3	4
81.	Prestige of activity/club to parents	1	2	3	4
82.	Prestige of activity/club to community	1	2	3	4
83.	Rewards for participation	1	2	3	4

Part V: Please select and rank in order from 51-83 the three items that are most important and the three that are least important to the participation of Handicapped Students. Place the numbers of the items in the spaces below.

Very unimportant

_____ Rank 1
_____ Rank 2
_____ Rank 3

Very important

_____ Rank 1
_____ Rank 2
_____ Rank 3

Part VI:

84. Are you currently teaching a class primarily in special education?

_____ yes
_____ no

85. How many university related courses have you had in special education?

_____ none
_____ 1
_____ 2
_____ 3
_____ 4 or more

86. What is the number of workshops you have attended in your school district or with professional groups (non-university course related) on special education?

_____ none
_____ 1
_____ 2
_____ 3
_____ 4 or more

Part VII: Optional Section

We would appreciate your answers to the three optional questions listed below.

The information that you provide may be valuable in enhancing the experiences students have in school activities at your high school.

1. At your school, what specifically helps you in your work as an activity/club sponsor?

2. At your school, what specifically hinders you in your work as an activity/club sponsor?

3. At your school, what specifically would help you in your work as an activity/club sponsor?

MEMORANDUM

TO: Phoenix Union High School District Teachers

FROM: L. Kay Hartwell, Project Co-Director

Robert E. Grinder, Project Co-Director

DATE:

We are engaged in a joint research effort with the Phoenix Union High School District to advance understanding of handicapped adolescents of different ethnicities. As a teacher in the district, you possess information that is essential to the success of the study.

We are seeking knowledge about how participation in school activities may be facilitated for handicapped youth of different ethnicities. The handicapped youth who are the focus of our study are those who are receiving special education services in your school and being restricted to the categories of the Educable Mentally Handicapped (EMH), Emotionally Handicapped (EH), Hearing Handicapped (HH), Learning Disabled (LD), and Speech Handicapped (SH).

We have enclosed a questionnaire that asks you to describe your experiences with the handicapped, to assess a variety of participation factors that encourage or discourage participation, and to indicate your general perceptions of how important the factors are to the participation of handicapped students in school activities or clubs.

We hope that you will agree that the information will be valuable to both your high school and the Phoenix Union High School District. We will compile the data in summary form and a copy of the analyses will be made available to you through your principal's office. The information will describe the characteristics of the district as a whole and your school in particular.

The data will not be reported on an individual basis; therefore, you need not sign your name to the survey.

Thank you for your participation. Your cooperation is critical to the success of the project.

REG:sjb
Enclosure

HIGH SCHOOL ACTIVITY/CLUB SURVEY*

Part I: The factors listed below may encourage or discourage participation of students in school activities or clubs. Although you may not now be the sponsor of a school activity/club, use your best judgment to rate how much each factor would affect student participation. Rate the importance of each factor on their participation by CIRCLING a number on the scale from 1 (Strongly Discourages Participation) to 4 (Strongly Encourages Participation).

		Participation			
		Strongly Discourages	Discourages	Encourages	Strongly Encourages
1.	Students' other commitments (work, family responsibilities, etc.)	1	2	3	4
2.	Convenience of meeting time	1	2	3	4
3.	How students learn about joining	1	2	3	4
4.	Method of selecting members (voluntary, elected, appointed, required)	1	2	3	4
5.	Skill requirements for membership	1	2	3	4
6.	Money or financial considerations needed by members	1	2	3	4
7.	Transportation to and from activities	1	2	3	4
8.	Ethnic or racial mix of group	1	2	3	4
9.	Acceptance by other group members	1	2	3	4
10.	Levels of cooperation needed to complete a task	1	2	3	4
11.	Levels of competition needed to complete a task	1	2	3	4
12.	Range of tasks (both easy and difficult)	1	2	3	4
13.	Length of tasks (both short term and long term)	1	2	3	4
14.	Opportunity for leadership positions	1	2	3	4
15.	Prestige of activity/club to members	1	2	3	4

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*Professors Robert E. Grinder and L. Kay Hartwell, Center for Adolescent Research, Evaluation, and Service, Arizona State University

16.	Prestige of activity/club to other students	1	2	3	4
17.	Prestige of activity/club to teachers and administrators	1	2	3	4
18.	Prestige of activity/club to parents	1	2	3	4
19.	Prestige of activity/club to community	1	2	3	4
20.	Rewards for participation	1	2	3	4

Part II: Please select and rank in order from items 1-20 the three items that most strongly discourage and the three items that most strongly encourage participation. Place the numbers of the items in the spaces below.

Most strongly discourage	Most strongly encourage
_____ Rank 1	_____ Rank 1
_____ Rank 2	_____ Rank 2
_____ Rank 3	_____ Rank 3

Part III: The factors listed below may affect the participation of handicapped students in your school activity/clubs. Although you may not now be the sponsor of a school activity/club and you may not now have handicapped youth in your classes, please use your best judgment to rate how much each factor would affect participation of handicapped students. Rate the importance of each factor by CIRCLING a number on the scale from 1 (Very Unimportant) to 4 (Very Important).

	Very Unimportant	Unimportant	Important	Very Important
21. Ability to write legibly	1	2	3	4
22. Ability to organize information	1	2	3	4
23. Ability to remember information on a long term basis	1	2	3	4
24. Ability to follow directions	1	2	3	4
25. Ability to communicate using spoken language	1	2	3	4
26. Pride in participation	1	2	3	4
27. Respect for authority	1	2	3	4
28. Hearing impairment (partial hearing loss)	1	2	3	4
29. Visual-motor coordination (ability to coordinate eye and hand movement)	1	2	3	4
30. Muscle control (ability to manipulate small and large objects)	1	2	3	4
31. Ability to work alone	1	2	3	4
32. Attention span (length of time a person is able to work at a given task)	1	2	3	4
33. Ability to perceive appropriate behaviors in a social situation	1	2	3	4
34. How students learn about joining	1	2	3	4
35. Students' other commitments (work, family responsibilities, etc.)	1	2	3	4
36. Convenience of meeting time	1	2	3	4
37. Method of selecting members (voluntary, elected, appointed, required)	1	2	3	4
38. Skill requirements for membership	1	2	3	4

39.	Money or financial considerations needed by members	1	2	3	4
40.	Transportation to and from activities	1	2	3	4
41.	Ethnic or racial mix of group	1	2	3	4
42.	Acceptance by other group members	1	2	3	4
43.	Levels of cooperation needed to complete a task	1	2	3	4
44.	Levels of competition needed to complete a task	1	2	3	4
45.	Range of tasks (both easy and difficult)	1	2	3	4
46.	Length of tasks (both short term and long term)	1	2	3	4
47.	Opportunity for leadership positions	1	2	3	4
48.	Prestige of activity/club to members	1	2	3	4
49.	Prestige of activity/club to other students	1	2	3	4
50.	Prestige of activity/club to teachers and administrators	1	2	3	4
51.	Prestige of activity/club to parents	1	2	3	4
52.	Prestige of activity/club to community	1	2	3	4
53.	Rewards for participation	1	2	3	4

Part IV: Please select and rank in order from 21-53 the three items that are most important and the three that are least important to the participation of Handicapped Students. Place the numbers of the items in the spaces below.

Least important

_____ Rank 1
_____ Rank 2
_____ Rank 3

Most important

_____ Rank 1
_____ Rank 2
_____ Rank 3

Part V:

54. Are you currently teaching a class primarily in Special Education?
_____ yes
_____ no

55. How many university related courses have you had in Special Education?

_____ none
_____ 1
_____ 2
_____ 3
_____ 4 or more

56. What is the number of workshops you have attended in your school district or with professional groups (non-university course related) on Special Education?

_____ none
_____ 1
_____ 2
_____ 3
_____ 4 or more

APPENDIX C

Form II

STUDENT SURVEY

PHOENIX UNION HIGH SCHOOL DISTRICT

This is a survey about your
activities and attitudes.

THIS IS NOT A TEST

Please wait for instructions

Student Information Survey

Part I: Student information

We would like information about you in this part of the survey. Please answer the questions below on the answer sheet. Do not sign your name--your answers will be combined with others.

1. What is your age?
   - 1 14 or younger
   - 2 15
   - 3 16
   - 4 17
   - 5 18 or older

2. What is your sex?
   - 1 female
   - 2 male

3. What is your race or ethnicity?
   - 1 Anglo
   - 2 Black
   - 3 Hispanic
   - 4 Native American
   - 5 Oriental

4. Which of the following best describes your program in high school?
   - 1 general
   - 2 academic or college preparatory
   - 3 business, office occupations, distributive education
   - 4 trade or industrial
   - 5 exceptional students program

5. What were most of your grades last year?
   - 1 3.6--4.0
   - 2 3.1--3.5
   - 3 2.6--3.0
   - 4 2.1--2.5
   - 5 2.0 or less

6. What are your future school plans?
   - 1 to leave high school before graduation
   - 2 to complete high school
   - 3 to attend technical or vocational school after high school
   - 4 to take some college work
   - 5 to complete 4 or more years of college

7. With whom do you live?
   - 1 mother
   - 2 father
   - 3 both parents
   - 4 other relatives
   - 5 no one related to me

8. At your home, do you have two or more cars that run?
   - 1 no
   - 2 yes

9. Do you have a typewriter in your home?
   1 no
   2 yes

10. Do you have a daily newspaper in your home?
   1 no
   2 yes

11. Do you have an electric dishwasher in your home?
   1 no
   2 yes

12. Do you have a private place for study in your home?
   1 no
   2 yes

13. What is the highest grade in school completed by the adult with whom you live (the person who makes the most money)?
   1 less than 8th grade
   2 some high school
   3 high school graduate
   4 some college or technical school
   5 college graduate

14. What language does your family speak at home?
   1 Asian
   2 English
   3 Spanish
   4 a form of English that is different from that used in school classes
   5 other

15. How many hours each week do you work for pay?
   1 none
   2 1-5 hours
   3 6-10 hours
   4 11-15 hours
   5 16+ hours

16. If you were to come early to school, or come on weekends to school, would you have transportation?
   1 yes - I can drive my own car
   2 yes - I can take a bus.
   3 yes - a friend or relative can drive me.
   4 yes - I can walk.
   5 no

17. How many students in your classes are also enrolled in Special Education classes?
   1 none
   2 one
   3 two
   4 three
   5 four or more

18. How many of your close friends or brothers and sisters are in Special Education classes?
   1 none
   2 one
   3 two
   4 three
   5 four or more

Part II: Beliefs toward yourself

We are interested in your beliefs toward yourself. Please feel free to express your feelings.

Instructions:
1. Read each word or phrase below.
2. Think about how much you agree or disagree with the word or phrase as it describes you.
3. Mark your choice on your answer sheet.
4. Note that there are no "5" answers for Part II.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

---

19. powerful
20. hot-tempered
21. miserable
22. inconsiderate
23. inferior
24. generous
25. lively
26. leader
27. dull
28. entertaining
29. gentle
30. stubborn
31. sensible
32. messy
33. popular
34. fair-minded
35. strong
36. mean
37. reckless
38. pushy
39. afraid of people
40. sloppy
41. weak
42. rebellious
43. with-it
44. likes to fight
45. smart-mouth
46. looked up to by others
47. honest
48. helpful
49. follower
50. stuck-up
51. sharing
52. tender
53. boring
54. disgusting
55. gets back at others

Part III: Your attitudes

Instructions:
1. Read each statement below.
2. Think about how much you agree or disagree with the statement
3. Mark your choice on your answer sheet.
4. Note that there are no "5" answers for Part III.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

---

56. Good luck is more important than hard work for success.

57. I take a positive attitude toward myself.

58. Every time I try to get ahead, something or somebody stops me.

59. I feel I am a person of worth, on an equal plane with others.

60. Planning only makes a person unhappy since plans hardly work out anyway.

61. I am able to do things as well as most other people.

62. People who accept their condition in life are happier than those who try to change things.

63. On the whole, I am satisfied with myself.

Part IV: Beliefs toward black high school students

We are interested in your beliefs toward black high school students. Please feel free to express your feelings.

Instructions:
1. Read each work or phrase below.
2. Think how much you agree or disagree with the word or phrase as it describes black high school students.
3. Mark your choice on your answer sheet.
4. Note that there are no " 5"answers for Part IV.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

---

64. with-it
65. entertaining
66. follower
67. sloppy
68. boring
69. gentle
70. popular
71. smart-mouth
72. powerful
73. lively
74. fair-minded
75. helpful
76. miserable
77. leader
78. sharing
79. messy
80. sensible
81. inferior
82. tender
83. stuck-up
84. generous
85. looked up to by others
86. likes to fight
87. strong
88. honest
89. pushy
90. inconsiderate
91. mean
92. weak
93. hot-tempered
94. afraid of people
95. reckless
96. gets back at others
97. disgusting
98. rebellious
99. stubborn
100. dull

Part V:

Although you are not a member of a school activity or club, we would like to kn
your feelings about school activities or clubs.

Instructions: 1. Read each statement below.
2. Select the response that is most true for you.
3. Mark your choice on your answer sheet STARTING WITH NUMBER 143.

143. If you were to join an activity/club which meets before or after school, how would you get there?

1 I could drive my own car.
2 I could take the bus.
3 A friend or relative could drive me.
4 I could not get to and from meetings.
5 I do not need transportation.

144. To whom would you go in order to get information about activities/clubs?

1 teachers
2 Special Education teachers
3 counselors
4 school psychologist
5 friends

145. How much would it cost you to belong to an activity/club for one year?

1 nothing
2 $1 to $5
3 $6 to $10
4 $11 to $15
5 $16+

146. If you wanted to be in an activity/club, what would stop you?

1 lack of money or transportation
2 other commitments (work, family, responsibilities, etc.)
3 lack of certain skills
4 lack of information about school activities/clubs
5 lack of acceptance by other activity/club members

147. What skills or talents do you have that you could use in an activity/club?
   1 leadership ability
   2 physical strength
   3 knowledge or expertise
   4 creativity
   5 ideas about what to do

148. What do you do with your time instead of being in a school activity/club?
   1 work at a job
   2 be with friends
   3 watch TV
   4 help or be with my family
   5 have hobbies or other interests

149. How much time could you spend weekly in an activity/club?
   1 none
   2 2 hours or less weekly
   3 3-5 hours weekly
   4 6-8 hours weekly
   5 9+ hours weekly

150. Why would you become a member of an activity/club?
   1 to have fun
   2 to learn something new
   3 to make things or provide a service
   4 to give an athletic performance
   5 to give an artistic performance

151. If you wanted to be a member of an activity/club which one of the following would you need most?
   1 interest only--no skills
   2 academic skills
   3 athletic skills
   4 performance/artistic skills

152. What is the main reason that you have not joined and activity/club?

1 lack of information about school activities/clubs
2 other commitments (work, family, responsibility, etc.)
3 lack of money or transportation
4 lack of necessary skills
5 no activity/club interests me

Part VI:

Below are some statements which show how you might feel about school activities or clubs.

Instructions:
1. Read each statement below.
2. Think about how much you agree or disagree with each statement as it applies to you.
3. Mark "1" if you strongly agree, "2" if you agree, "3" if you disagree, "4" if you strongly disagree.
4. Mark your choice on your answer sheet.

	Strongly Agree	Agree	Disagree	Strongly Disagree
153. I would like to join an activity/club.	1	2	3	4
154. My parents would like me to join an activity/club.	1	2	3	4
155. None of the activities/clubs at my school interest me.	1	2	3	4
156. I have many friends in activities/clubs.	1	2	3	4
157. I can not join an activity/club because I work.	1	2	3	4
158. Activities/clubs are important to my school principal.	1	2	3	4
159. Other students in activities/clubs would not accept me because of my ethnicity or race.	1	2	3	4
160. Activities/clubs are important to my parents,	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagree
161.	Other students in activities/clubs would not accept me because I am different.	1	2	3	4
162.	Activities/clubs at my school have fair rules for joining.	1	2	3	4
163.	I do not know how to become a member of an activity/club.	1	2	3	4
164.	Students at my school would like me to join an activity/club.	1	2	3	4
165.	I cannot join an activity/club because I take care of my younger brothers or sisters.	1	2	3	4
166.	I do not know very much about the activities/clubs at my school.	1	2	3	4
167.	I am smart enough to be a member of an activity club.	1	2	3	4
168.	I have no way to get to or from activity/club meetings.	1	2	3	4
169.	I would be liked by other members if I joined an activity/club.	1	2	3	4
170.	I have enough talents or skills to be a member of a club.	1	2	3	4
171.	Activity/clubs are important to teachers at my school.	1	2	3	4
172.	Membership in an activity/club is important to me.	1	2	3	4
173.	I do not have the money to belong to an activity/club.	1	2	3	4
74.	My teachers would like me to join an activity/club.	1	2	3	4
175.	Other students in activities/clubs would not accept me because of my handicap.	1	2	3	4
76.	I would make new friends if I joined an activity/club.	1	2	3	4
77.	Activities/clubs are important to students at my school.	1	2	3	4

APPENDIX D

Form I

STUDENT SURVEY

PHOENIX UNION HIGH SCHOOL DISTRICT

This is a survey about your activities and attitudes.

THIS IS NOT A TEST

Please wait for instructions

S/82

Student Information Survey

Part I: Student information

We would like information about you in this part of the survey. Please answer the questions below on the answer sheet. Do not sign your name--your answers will be combined with others.

1. What is your age?
   1 14 or younger
   2 15
   3 16
   4 17
   5 18 or older

2. What is your sex?
   1 female
   2 male

3. What is your race or ethnicity?
   1 Anglo
   2 Black
   3 Hispanic
   4 Native American
   5 Oriental

4. Which of the following best describes your program in high school?
   1 general
   2 academic or college preparatory
   3 business, office occupations, distributive education
   4 trade or industrial
   5 exceptional students program

5. What were most of your grades last year?
   1 3.6--4.0
   2 3.1--3.5
   3 2.6--3.0
   4 2.1--2.5
   5 2.0 or less

6. What are your future school plans?
   1 to leave high school before graduation
   2 to complete high school
   3 to attend technical or vocational school after high school
   4 to take some college work
   5 to complete 4 or more years of college

7. With whom do you live?
   1 mother
   2 father
   3 both parents
   4 other relatives
   5 no one related to me

8. At your home, do you have two or more cars that run?
   1 no
   2 yes

9. Do you have a typewriter in your home?

   1 no

   2 yes

10. Do you have a daily newspaper in your home?

   1 no

   2 yes

11. Do you have an electric dishwasher in your home?

   1 no

   2 yes

12. Do you have a private place for study in your home?

   1 no

   2 yes

13. What is the highest grade in school completed by the adult with whom you live (the person who makes the most money)?

   1 less than 8th grade

   2 some high school

   3 high school graduate

   4 some college or technical school

   5 college graduate

14. What language does your family speak at home?

   1 Asian

   2 English

   3 Spanish

   4 a form of English that is different from that used in school classes

   5 other

15. How many hours each week do you work for pay?

   1 none

   2 1-5 hours

   3 6-10 hours

   4 11-15 hours

   5 16+ hours

16. If you were to come early to school, or come on weekends to school, would you have transportation?

   1 yes - I can drive my own car

   2 yes - I can take a bus.

   3 yes - a friend or relative can drive me.

   4 yes - I can walk.

   5 no

17. How many students in your classes are also enrolled in Special Education classes?

   1 none

   2 one

   3 two

   4 three

   5 four or more

18. How many of your close friends or brothers and sisters are in Special Education classes?

   1 none

   2 one

   3 two

   4 three

   5 four or more

Part II: Beliefs toward yourself

We are interested in your beliefs toward yourself. Please feel free to express your feelings.

Instructions:
1. Read each word or phrase below.
2. Think about how much you agree or disagree with the word or phrase as it describes you.
3. Mark your choice on your answer sheet.
4. Note that there are no "5" answers for Part II.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

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19. powerful
20. hot-tempered
21. miserable
22. inconsiderate
23. inferior
24. generous
25. lively
26. leader
27. dull
28. entertaining
29. gentle
30. stubborn
31. sensible
32. messy
33. popular
34. fair-minded
35. strong
36. mean
37. reckless
38. pushy
39. afraid of people
40. sloppy
41. weak
42. rebellious
43. with-it
44. likes to fight
45. smart-mouth
46. looked up to by others
47. honest
48. helpful
49. follower
50. stuck-up
51. sharing
52. tender
53. boring
54. disgusting
55. gets back at others

Part III: Your attitudes

Instructions:
1. Read each statement below.
2. Think about how much you agree or disagree with the statement
3. Mark your choice on your answer sheet.
4. Note that there are no "5" answers for Part III.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

---

56. Good luck is more important than hard work for success.

57. I take a positive attitude toward myself.

58. Every time I try to get ahead, something or somebody stops me.

59. I feel I am a person of worth, on an equal plane with others.

60. Planning only makes a person unhappy since plans hardly work out anyway.

61. I am able to do things as well as most other people.

62. People who accept their condition in life are happier than those who try to change things.

63. On the whole, I am satisfied with myself.

Part IV: Beliefs toward black high school students

We are interested in your beliefs toward black high school students. Please feel free to express your feelings.

Instructions:
1. Read each work or phrase below.
2. Think how much you agree or disagree with the word or phrase as it describes black high school students.
3. Mark your choice on your answer sheet.
4. Note that there are no " 5"answers for Part IV.

1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

---

64. with-it
65. entertaining
66. follower
67. sloppy
68. boring
69. gentle
70. popular
71. smart-mouth
72. powerful
73. lively
74. fair-minded
75. helpful
76. miserable
77. leader
78. sharing
79. messy
80. sensible
81. inferior
82. tender
83. stuck-up
84. generous
85. looked up to by others
86. likes to fight
87. strong
88. honest
89. pushy
90. inconsiderate
91. mean
92. weak
93. hot-tempered
94. afraid of people
95. reckless
96. gets back at others
97. disgusting
98. rebellious
99. stubborn
100. dull

Part V: Your participation in a school activity/club

Please write where it says "name" on the answer sheet the name of the one school activity or club in which you participate the most. Now, please answer the following questions with that school activity or club in mind.

Instructions: 1. Read each statement below.

2. Select the response that best fits the way you see the activity or club.

3. Mark your choice on your answer sheet.

101. About how much time do you spend weekly in the activity club?

1 2 hours or less weekly
2 3-5 hours weekly
3 6-8 hours weekly
4 9+ hours weekly

102. What would you do with your time if you were not in the activity/club?

1 work at a job
2 be with friends
3 watch TV
4 help or be with my family
5 have hobbies or other interests

103. Why did you become a member of this activity/club?

1 to have fun
2 to learn something new
3 to make something or provide a service
4 to give an athletic performance
5 to give an artistic performance

104. How did you learn about joining the activity/club?

1 school counselor
2 other member of the club
3 school newspaper/newsletter
4 teachers and/or administrators
5 club publicity on campus

105. In order to become a member of the club which one of the following did you need most?

    1 interest only--no skills needed
    2 academic skills
    3 athletic skills
    4 performance/artistic skills

106. Should your activity/club have meetings before or after school, how would you get there?

    1 I would drive my own car.
    2 I would take a bus.
    3 A friend or relative could drive me.
    4 I do not need transportation.
    5 I could not get there.

107. How much does it cost you to belong to the activity/club for one year?

    1 nothing
    2 $1 to $5
    3 $6 to $10
    4 $11 to $15
    5 $16 or over

108. If you wanted to participate more in the activity/club, what would stop you?

    1 lack of money or transportation
    2 other commitments (work, family responsible, etc.)
    3 lack of certain skills
    4 lack of information or clear directions
    5 lack of acceptance by other activity/club members

109. Why do you stay a member in this club?

    1 personal success
    2 trophies, letters, certificates, badges, etc.
    3 recognition (peers, parents, etc.)
    4 relationships with others

110. Who rewards you for your achievements in the activity/club?

1 self
2 parents
3 other members
4 school sponsors
5 teachers and administrators

111. What is the most important contribution you make to the activity club?

1 leadership ability
2 physical strength
3 knowledge or expertise
4 creativity
5 ideas about what to do

112. How do you achieve the goals of the activity/club?

1 compete more than you cooperate
2 cooperate more than you compete
3 compete and cooperate equally

113. Who leads the activity/club most of the time?

1 all members together
2 sponsor or school administration
3 activity leaders
4 committee of members

114. What is the total number of school activities/clubs to which you belong outsid of athletics?

1 none
2 one
3 two
4 three
5 four or more

Part VI: Below are some statements which show how members might feel about school activities or clubs.

Instructions:
1. Read each statement below.
2. Think about how much you agree or disagree with each statement as it applies to your school activity or club.
3. Mark "1" if you strongly agree, "2" if you agree, "3" if you disagree. "4" if you strongly disagree.

		Strongly Agree	Agree	Disagree	Strongly Disagree
115.	I enjoy being with members of the activity club.	1	2	3	4
116.	I would like to participate more in the activity/club.	1	2	3	4
117.	The activity/club is important to my school principal.	1	2	3	4
118.	The rules of the activity/club are not easy for me to follow.	1	2	3	4
119.	There are things that keep people out of the activity/club.	1	2	3	4
120.	I like the place where the activity/club meets.	1	2	3	4
121.	I can use my talents and skills in the activity/club.	1	2	3	4
122.	The things that I have to do in the activity/club do not have a purpose.	1	2	3	4
123.	I am proud to be a member of the activity/club.	1	2	3	4
124.	I have not made new friends in the activity/club.	1	2	3	4
125.	Other members of the activity/club like me.	1	2	3	4
126.	There is nothing to stop me from doing as much as I want to do in the activity/club.	1	2	3	4
127.	I like the skills or talents of other members of the activity/club.	1	2	3	4
128.	My time in the activity/club is well spent.	1	2	3	4
129.	Other members of the activity/club do not like my talents or skills.	1	2	3	4
130.	Other members of the group work toward the same things as I do.	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagre
131.	Members of ethnic groups can become leaders in the activity/club.	1	2	3	4
132.	The rules for joining the activity club are fair.	1	2	3	4
133.	The activity/club is important to my parents.	1	2	3	4
134.	The meeting time of the activity/club is not good for me.	1	2	3	4
135.	The activity/club is important to students in my school.	1	2	3	4
136.	I cannot take part in making rules for the activity/club.	1	2	3	4
137.	The activity/club is important to teachers in my school.	1	2	3	4
138.	Both males and females can become leaders in the activity/club.	1	2	3	4
139.	I cannot become a leader in the activity/club.	1	2	3	4
140.	The rules of the activity/club are good rules.	1	2	3	4
141.	I do not work with other members when doing things in the activity/club.	1	2	3	4
142.	I participate in contests against other members of the activity/club.	1	2	3	4

Appendix E -- Attitudes of Participants Toward Participation in School Activities/Clubs
Arts and Performance

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
118. The rules in this activity are not easy for me to follow.																									
1 strongly agree	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2 agree	4	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 disagree	12	17	1	3	7	5	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 strongly disagree	9	22	4	6	5	14	0	1	0	0	0	0	0	2	0	0	0	0	6	1	0	0	1	0	
121. I can use my talents and skills in this activity.																									
1 strongly agree	16	14	2	5	2	6	0	1	0	0	0	0	0	0	0	0	0	0	4	1	0	0	1	0	4
2 agree	10	20	2	4	8	10	0	0	0	0	0	0	0	2	0	0	0	0	3	0	0	0	0	0	
3 disagree	2	6	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
4 strongly agree	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
125. Other members like me.																									
1 strongly agree	9	15	2	6	2	3	0	1	0	0	0	0	0	0	0	0	0	0	4	0	0	0	1	0	7
2 agree	17	22	3	3	9	15	0	0	0	0	0	0	0	2	0	0	0	0	4	1	0	0	0	0	
3 disagree	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 strongly disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

	TMH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
129. Other members of the activity do not like my talents or skills.																									
1 strongly agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	9
2 agree	1	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
3 disagree	13	14	2	4	8	11	0	1	0	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	
4 strongly disagree	11	20	3	5	4	6	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	1	0	
139. I cannot become a leader in the activity.																									
1 strongly agree	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	9
2 agree	2	3	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	
3 disagree	15	16	2	1	5	8	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
4 strongly disagree	7	20	2	6	6	7	0	1	0	0	0	0	0	0	0	0	0	0	5	1	0	0	0	0	

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
118. The rules in this activity are not easy for me to follow.																									
1 strongly agree	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2 agree	0	1	0	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
3 disagree	4	10	2	5	9	8	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
4 strongly disagree	3	15	1	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
121. I can use my talents and skills in this activity.																									
1 strongly agree	2	8	1	6	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
2 agree	4	13	2	5	7	16	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	
3 disagree	1	5	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
4 strongly agree	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
125. Other members like me.																									
1 strongly agree	2	3	1	3	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2 agree	5	21	2	8	6	19	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0	1	1	
3 disagree	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 strongly disagree	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Business and Vocational (Continued)

	MH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
129. Other members of the activity do not like my talents or skills.																									
1 strongly agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
2 agree	1	1	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
3 disagree	4	14	2	6	6	12	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	
4 strongly disagree	2	11	1	5	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
139. I cannot become a leader in the activity.																									
1 strongly agree	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
2 agree	1	2	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
3 disagree	3	9	1	7	9	10	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
4 strongly disagree	3	15	2	4	3	7	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0

Student Government

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
118. The rules in this activity are not easy for me to follow.																									
1 strongly agree	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2 agree	2	1	1	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
3 disagree	5	12	0	2	2	7	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	
4 strongly disagree	7	10	0	3	4	5	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
121. I can use my talents and skills in this activity.																									
1 strongly agree	8	6	0	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
2 agree	4	11	0	2	2	10	2	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	
3 disagree	2	5	0	2	4	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
4 strongly agree	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
125. Other members like me.																									
1 strongly agree	4	8	0	2	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4
2 agree	10	14	0	3	7	11	3	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	
3 disagree	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	
4 strongly disagree	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Student Government (Continued)

	TMH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
129. Other members of the activity do not like my talents or skills.																									
1 strongly agree	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4
2 agree	2	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 disagree	11	16	0	4	4	8	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	
4 strongly disagree	1	5	0	1	1	4	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
139. I cannot become a leader in the activity.																									
1 strongly agree	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
2 agree	0	5	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 disagree	4	5	0	2	6	5	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
4 strongly disagree	8	11	1	2	1	7	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	

Athletics

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
118. The rules in this activity are not easy for me to follow?																									
1 strongly agree	3	2	1	1	2	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	5
2 agree	3	6	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	3	0	0	0	
3 disagree	37	9	9	6	16	5	1	1	0	0	0	0	1	0	0	0	0	0	5	1	2	0	0	0	
4 strongly disagree	22	31	8	11	8	6	0	0	1	0	0	1	1	1	0	1	0	0	5	3	2	0	2	1	
121. I can use my talents and skills in this activity.																									
1 strongly agree	34	29	10	10	7	7	0	1	3	0	0	1	1	1	0	1	0	0	5	1	4	0	2	2	7
2 agree	27	17	9	9	16	4	0	0	0	0	0	0	1	0	0	0	0	0	7	2	1	0	0	0	
3 disagree	3	1	1	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 strongly disagree	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	
125. Other members like me.																									
1 strongly agree	17	16	6	6	5	1	0	0	2	0	0	0	1	1	0	0	0	0	5	1	3	0	1	2	11
2 agree	44	31	13	11	21	9	1	1	1	0	0	1	1	0	0	1	0	0	5	3	3	0	1	0	
3 disagree	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 strongly disagree	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
129. Other members of the activity do not like my talents or skills?																									
1 strongly agree	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	17
2 agree	3	3	2	3	3	0	0	0	1	0	0	0	0	0	0	0	0	0	4	0	1	0	0	0	
3 disagree	36	25	11	7	14	5	1	1	0	0	0	1	1	0	0	1	0	0	4	1	4	0	1	1	
4 strongly disagree	21	18	5	9	7	6	0	0	2	0	0	0	1	1	0	0	0	0	4	2	1	0	1	1	
139. I cannot become a leader in the activity.																									
1 strongly agree	3	2	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	16
2 agree	14	11	2	2	3	0	0	0	1	0	0	0	0	0	0	0	0	0	4	2	0	0	0	0	
3 disagree	27	15	10	8	12	4	1	1	0	0	0	1	2	0	0	1	0	0	3	1	3	0	0	1	
4 strongly disagree	16	18	7	9	9	6	0	0	2	0	0	0	0	1	0	0	0	0	5	1	2	0	2	1	

Military

	HH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
118. The rules in this activity are not easy for me to follow.																									
1 strongly agree	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
2 agree	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
3 disagree	3	2	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	
4 strongly disagree	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
121. I can use my talents and skills in this activity.																									
1 strongly agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
2 agree	3	1	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	3	0	0	0	0	0	
3 disagree	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 strongly agree	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
125. Other members like me.																									
1 strongly agree	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2 agree	5	2	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	
3 disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 strongly disagree	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Military (Continued)

	HH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
129. Other members of the activity do not like my talents or skills.																									
1 strongly agree	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2 agree	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 disagree	3	2	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	
4 strongly disagree	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	
139. I cannot become a leader in the activity.																									
1 strongly agree	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2 agree	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 disagree	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	
4 strongly disagree	3	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	

Appendix F Participation Patterns of Students in School Activities/Clubs
Participation Patterns--Arts and Performance

	MH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
101. Time spent weekly in this activity																									
1 2 hours or less weekly	13	12	3	5	7	5	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4
2. 3-5 hours weekly	3	15	0	2	5	10	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	
3 6-8 hours weekly	7	7	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
4 9+ hours weekly	4	6	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
102. What would you do with your time if you were not in this activity?																									
1 work at a job	5	9	2	3	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3
2 be with friends	6	12	0	1	4	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 watch TV	2	6	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	
4 help or be with my family	1	7	2	2	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 have hobbies or other interests	13	7	1	3	2	4	0	0	0	0	0	0	0	2	0	0	0	0	6	0	0	0	0	0	
103. Why did you join this activity?																									
1 to have fun	15	20	1	1	6	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	3
2 to learn something new	4	5	1	2	6	5	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
3 to make something or provide a service	2	4	2	4	1	4	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	
4 to give an athletic performance	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
5 to give an artistic performance	4	10	1	2	1	3	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Arts and Performance (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
104. How did you learn about joining?																									
1 school counselor	0	4	0	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
2 other member of the club	18	21	2	3	10	10	0	0	0	0	0	0	0	1	0	0	0	0	5	0	0	0	1	0	
3 school newspaper/newsletter	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
4 teachers and/or administrators	2	8	3	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	
5 club publicity on campus	5	7	0	3	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
105. What did you need most to become a member?																									
1 interest only--no skills needed	8	14	3	7	12	11	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	6
2 academic skills	4	9	0	0	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
3 athletic skills	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 performance/artistic skills	12	13	2	2	2	5	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	
106. How do you get to meetings before or after school?																									
1 I would drive my own car.	4	12	1	3	5	2	0	0	0	0	0	0	2	1	0	0	0	0	2	0	0	0	0	0	4
2 I would take a bus.	5	4	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 A friend or relative could drive me.	7	13	2	1	2	12	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
4 I do not need transportation.	11	10	1	3	5	3	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	1	0	
5 I could not get there.	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	

Participation Patterns--Arts and Performance (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
107. How much does it cost you to belong to the activity/club?																									
1 nothing	8	17	4	4	7	8	0	1	0	0	0	0	0	1	0	0	0	0	4	1	0	0	0	0	5
2 $1 to $5	9	5	0	2	4	3	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 $6 to $10	2	6	0	2	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 $11 to $15	2	6	0	2	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 $16 or over	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	
108. If you wanted to increase your participation, what would help you?																									
1 lack of money or transportation	3	4	0	1	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	6
2 other commitments (work, family responsibilities, etc.)	22	32	2	7	11	15	0	0	0	0	0	0	0	1	0	0	0	0	6	1	0	0	0	0	
3 lack of certain skills	0	3	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 lack of information or clear directions	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 lack of acceptance by other activity/club members	0	1	1	0	0	2	0	[illegible]	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
109. Why do you stay a member of this club?																									
1 [illegible] success	11	18	2	4	5	8	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	3
2 trophies, letters, certificates, badges, etc.	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	
3 recognition (peers, parents, etc.)	3	3	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 relationships with others	10	20	1	3	7	8	0	1	0	0	0	0	0	1	0	0	0	0	4	1	0	0	0	0	

Participation Patterns--Arts and Performance (Continued)

	NH						EMR						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
110. Who rewards you for your achievements in this club?																									
1 self	10	13	3	1	4	2	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	6
2 parents	2	8	2	1	2	6	0	0	0	0	0	0	0	1	0	0	0	0	4	0	0	0	0	0	
3 other members	8	12	0	4	5	4	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	
4 school sponsors	4	1	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
5 teachers and administrators	1	7	0	2	2	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
111. What is the most important contribution you make to this activity/club?																									
1 leadership ability	3	6	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4
2 physical strength	3	1	1	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	
3 knowledge or expertise	8	14	0	1	3	2	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	
4 creativity	9	7	3	4	3	3	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	
5 ideas about what to do	4	12	0	1	5	10	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
112. How do you achieve the goals of the activity/club?																									
1 compete more than you cooperate	3	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	3
2 cooperate more than you compete	14	6	3	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	
3 compete and cooperate equally	16	26	2	5	12	16	0	0	0	0	0	0	0	2	0	0	0	0	5	0	0	0	0	0	

	EMH						TMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
113. Who leads the activity most of the time?																									3
1 all members together	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 sponsor or school administrator	7	7	0	2	3	3	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
3 activity leaders	12	14	3	5	4	11	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	
4 committee of members	2	9	1	1	3	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
114. How many activities do you belong to other than this one?																									6
1 none	4	7	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	
2 one	6	19	2	2	6	11	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
3 two	10	7	3	4	4	3	0	0	0	0	0	0	0	2	0	0	0	0	1	1	0	0	0	0	
4 three	3	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 four or more	5	3	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	

Appendix G

Participation Patterns--Business and Vocational

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
101. Time spent weekly in this activity																									
1 2 hours or less weekly	1	4	1	5	4	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2
2 3-5 hours weekly	4	14	3	5	5	14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	
3 6-8 hours weekly	2	6	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 9+ hours weekly	0	1	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
102. What would you do with your time if you were not in this activity?																									
1 work at a job	7	12	2	3	7	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
2 be with friends	0	6	0	1	2	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 watch TV	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	
4 help or be with my family	0	2	1	4	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 have hobbies or other interests	0	5	1	4	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
103. Why did you join this activity?																									
1 to have fun	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
2 to learn something new	6	10	1	6	7	14	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	
3 to make somthing or provide a service	1	12	3	3	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 to give an athletic performance	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 to give an artistic performance	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Business and Vocational (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
104. How did you learn about joining?																									
1 school counselor	0	5	1	0	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
2 other member of the club	6	6	1	4	1	9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
3 school newspaper/newsletter	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 teachers and/or administrators	1	9	1	7	7	4	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	
5 club publicity on campus	0	5	0	1	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
105. What did you need most to become a member?																									
1 interest only--no skills needed	7	13	0	5	5	10	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1
2 academic skills	0	12	2	5	4	11	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
3 athletic skills	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 performance/artistic skills	0	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
106. How do you get to meetings before or after school?																									
1 I would drive my own car.	6	12	3	4	9	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 I would take a bus.	0	4	1	4	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 A friend or relative could drive me.	1	6	0	2	1	8	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	
4 I do not need transportation.	0	2	0	1	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
5 I could not get there.	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Business and Vocational (Continued)

	MR						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
107. How much does it cost you to belong to the activity/club?																									
1 nothing	0	9	1	4	4	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	-
2 $1 to $5	1	5	0	1	4	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 $6 to $10	3	4	2	2	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	
4 $11 to $15	1	2	0	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 $16 or over	2	6	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
108. If you wanted to increase your participation, what would help you?																									
1 lack of money or transportation	0	2	1	2	1	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2 other commitments (work, family responsibilities, etc.)	7	21	2	8	9	15	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	
3 lack of certain skills	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 lack of information or clear directions	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 lack of acceptance by other activity/club members	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
109. Why do you stay a member of this club?																									
1 personal success	5	17	3	10	6	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2 trophies, letters, certificates, badges, etc.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 recognition (peers, parents, etc.)	1	2	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 relationships with others	1	4	0	2	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	1	

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Participation Patterns--Business and Vocational (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
110. Who rewards you for your achievements in this club?																									
1 self	3	16	1	3	3	10	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
2 parents	0	1	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 other members	2	6	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
4 school sponsors	1	1	1	2	3	3	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	3	0	
5 teachers and administrators	1	1	2	5	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
111. What is the most important contribution you make to this activity/club?																									
1 leadership ability	3	6	0	4	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
2 physical strength	0	0	1	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 knowledge or expertise	2	6	0	1	1	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
4 creativity	1	5	1	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
5 ideas about what to do	1	9	2	4	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
112. How do you achieve the goals of the activity/club?																									
1 compete more than you cooperate	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 cooperate more than you compete	1	12	2	3	2	3	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	
3 compete and cooperate equally	6	13	2	8	9	18	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	

Participation Patterns--Business and Vocational (Continued)

	TMH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
113. Who leads the activity most of the time?																									
1 all members together	4	6	2	5	4	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-
2 sponsor or school administrator	0	11	0	2	5	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
3 activity leaders	2	6	2	4	2	5	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 committee of members	1	3	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
114. How many activities do you belong to other than this one?																									
1 none	0	3	4	8	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
2 one	6	18	0	3	6	13	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	
3 two	1	4	0	1	5	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 three	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
5 four or more		0		0		1		0		0		0		0		0		0		0		0		0	

Appendix H

Participation Patterns--Student Government

	NH						EMR						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
101. Time spent weekly in this activity																									
1 2 hours or less weekly	2	9	0	4	1	5	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	3
2 3-5 hours weekly	5	9	0	0	3	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 6-8 hours weekly	4	2	1	1	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 9+ hours weekly	4	6	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
102. What would you do with your time if you were not in this activity:																									
1 work at a job	3	3	0	2	1	5	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	3
2 be with friends	6	4	0	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
3 watch TV	2	1	1	1	1	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
4 help or be with my family	2	3	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 have hobbies or other interests	1	11	0	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
103. Why did you join this activity?																									
1 to have fun	4	11	0	3	1	6	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
2 to learn something new	4	5	0	1	4	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
3 to make something or provide a service	6	6	1	1	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 to give an athletic performance	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
5 to give an artistic performance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	

Participation Patterns--Student Government

	EMR						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
104. How did you learn about joining?																									
1 school counselor	1	1	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2 other member of the club	9	16	0	5	2	8	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	
3 school newspaper/newsletter	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 teachers and/or administrators	2	1	0	1	2	0	3	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	
5 club publicity on campus	2	4	1	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
105. What did you need most to become a member?																									
1 interest only--no skills needed	8	13	1	5	4	10	2	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1
2 academic skills	5	7	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 athletic skills	1	1	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
4 performance/artistic skills	0	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
106. How do you get to meetings before or after school?																									
1 I would drive my own car.	5	1	0	1	5	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
2 I would take a bus.	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
3 A friend or relative could drive me.	7	14	0	3	0	6	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
4 I do not need transportation.	2	8	1	2	1	6	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	
5 I could not get there.	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Student Government

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
107. How much does it cost you to belong to the activity/club?																									
1 nothing	7	9	0	3	2	5	2	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	2
2 $1 to $5	1	2	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 $5 to $10	1	4	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	
4 $11 to $15	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 $16 or over	4	6	0	2	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
108. If you wanted to increase your participation, what would help you?																									
1 lack of money or transportation	0	3	1	0	0	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2 other commitments (work, family responsibilities, etc.)	1	14	0	4	3	11	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	
3 lack of certain skills	1	2	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	
4 lack of information or clear directions	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 lack of acceptance by other activity/club members	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
109. Why do you stay a member of this club?																									
1 personal success	4	8	0	0	4	8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
2 trophies, letters, certificates, badges, etc.	1	1	1	0	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 recognition (peers, parents, etc.)	2	4	0	2	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 relationships with others	7	10	0	4	0	4	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	

Participation Patterns--Student Government

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
110. Who rewards you for your achievements in this club?																									
1 self	10	5	0	2	5	6	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1
2 parents	2	3	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
3 other members	1	6	1	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 school sponsors	1	9	0	2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 teachers and administrators	0	0	0	0	1	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
111. What is the most important contribution you make to this activity/club?																									
1 leadership ability	6	4	0	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
2 physical strength	1	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 knowledge or expertise	0	2	0	0	2	2	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	
4 creativity	3	5	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 ideas about what to do	4	10	0	4	1	5	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
112. How do you achieve the goals of the activity/club?																									
1 compete more than you cooperate	4	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	3
2 cooperate more than you compete	9	14	0	1	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 compete and cooperate equally	1	8	0	5	3	5	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	

Participation Patterns--Student Government

	MH						SMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
113. Who leads the activity most of the time?																									
1 all members together	2	5	0	1	3	5	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
2 sponsor or school administrator	4	3	1	2	3	1	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
3 activity leaders	7	13	0	2	2	7	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
4 committee of members	1	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
114. How many activities do you belong to other than this one?																									
1 none	0	4	0	0	1	3	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
2 one	3	9	0	3	6	7	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
3 two	6	4	0	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
4 three	2	3	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
5 four or more	3	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Appendix I

Participation Patterns--Athletics

	HH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
101. Time spent weekly in this activity																									
1 2 hours or less weekly	9	2	6	6	3	3	1	1	0	0	0	0	0	0	0	0	0	0	4	2	2	0	0	0	7
2 3-5 hours weekly	7	7	3	2	3	3	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2	0	1	1	
3 6-8 hours weekly	8	9	2	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0	0	
4 9+ hours weekly	42	32	9	11	18	4	0	0	3	0	0	0	2	0	0	1	0	0	3	2	2	0	0	1	
102. What would you do with your time if you were not in this activity?																									
1 work at a job	24	20	9	9	10	4	1	1	2	0	0	0	1	1	0	1	0	0	5	0	3	0	1	0	9
2 be with friends	8	8	3	1	7	2	0	0	1	0	0	0	0	0	0	0	0	0	1	2	1	0	0	0	
3 watch TV	8	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	0	0	0	
4 help or be with my family	4	6	2	4	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0	0	0	
5 have hobbies or other interests	19	13	3	6	5	3	0	0	0	0	0	0	1	0	0	0	0	0	3	0	1	0	0	1	
103. Why did you join this activity?																									
1 to have fun	16	20	2	5	12	3	1	0	0	0	0	0	0	0	0	1	0	0	4	2	0	0	0	1	6
2 to learn something new	1	1	1	4	1	2	0	0	1	0	0	0	0	0	0	0	0	0	4	0	1	0	0	0	
3 to make something or provide a service	4	1	4	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	
4 to give an athletic performance	44	28	13	9	14	4	0	1	1	0	0	0	2	1	0	0	0	0	3	2	4	0	1	1	
5 to give an artistic performance	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Athletics (Continued)

	MR						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
104. How did you learn about joining?																									
1 school counselor	6	0	1	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	2	0	0	0	7
2 other member of the club	27	30	12	10	10	2	0	0	2	0	0	0	0	0	0	0	0	0	5	1	4	0	0	1	
3 school newspaper/newsletter	6	2	3	1	3	2	0	1	0	0	0	0	0	1	0	0	0	0	3	1	0	0	0	0	
4 teachers and/or administrators	12	6	3	3	4	5	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	
5 club publicity on campus	14	11	1	6	8	1	1	0	0	0	0	0	1	0	0	1	0	0	2	1	1	0	2	0	
105. What did you need most to become a member?																									
1 interest only--no skills needed	8	11	4	5	4	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0	0	2	
2 academic skills	1	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 athletic skills	5	38	14	8	22	7	0	1	2	0	0	1	2	0	0	1	0	0	9	2	5	0	2	0	
4 performance/artistic skills	4	1	1	6	0	1	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	
106. How do you get to meetings before or after school?																									
1 I would drive my own car.	22	15	6	3	3	1	1	0	0	0	0	0	1	1	0	0	0	0	4	0	1	0	2	0	
2 I would take a bus.	5	4	3	3	3	1	0	0	2	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	
3 A friend or relative could drive me.	14	15	7	4	9	4	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	0	0	1	
4 I do not need transportation.	21	15	5	8	12	4	0	1	1	0	0	0	1	0	0	0	0	0	5	2	1	0	0	1	
5 I could not get there.	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	

Participation Patterns--Athletics (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
107. How much does it cost you to belong to the activity/club?																									
1 nothing	37	32	15	11	16	6	0	1	2	0	0	1	1	0	0	1	0	0	6	3	4	0	0	1	4
2 $1 to $5	6	3	0	2	3	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	1	
3 $6 to $10	1	1	1	0	3	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
4 $11 to $15	2	3	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	
5 $16 or over	19	11	4	4	4	3	0	0	0	0	0	0	1	1	0	0	0	0	3	1	0	0	2	0	
108. If you wanted to increase your participation, what would help you?																									
1 lack of money or transportation	8	6	1	2	3	0	0	0	0	0	0	1	0	0	0	1	0	0	2	0	0	0	1	1	11
2 other commitments (work, family responsibilities, etc.)	41	34	13	10	19	10	0	1	3	0	0	0	2	1	0	0	0	0	5	3	1	0	1	0	
3 lack of certain skills	9	5	4	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4	0	0	1	
4 lack of information or clear directions	5	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	
5 lack of acceptance by other activity/club members	2	2	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	
109. Why do you stay a member in this club?																									
1 personal success	29	23	9	6	12	3	0	0	1	0	0	0	0	0	0	0	0	0	5	1	1	0	2	1	
2 trophies, letters, certificates, badges, etc.	9	3	5	6	4	3	0	1	0	0	0	0	0	0	0	0	0	0	3	1	4	0	0	0	
3 recognition (peers, parents, etc.)	9	5	3	5	7	3	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	
4 relationships with others	10	19	2	2	4	2	0	0	2	0	0	0	1	0	0	0	0	0	5	2	1	0	0	1	

Participation Patterns--Athletics (Continued)

	HH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
110. Who rewards you for your achievements in this club?																									
1 self	24	16	6	2	14	3	1	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0	0	1	12
2 parents	9	7	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	1	0	
3 other members	16	15	2	7	5	1	0	0	0	0	0	0	1	0	0	0	0	0	3	2	0	0	0	0	
4 school sponsors	9	8	5	3	4	2	0	1	1	0	0	0	0	0	0	1	0	0	5	0	3	0	0	1	
5 teachers and administrators	1	4	6	6	2	4	0	0	2	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	
111. What is the most important contribution you make to this activity/club?																									
1 leadership ability	14	10	8	6	4	2	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	8
2 physical strength	33	23	7	6	10	5	0	1	1	0	0	0	2	1	0	1	0	0	9	3	3	0	2	2	
3 knowledge or expertise	1	8	4	3	10	2	0	0	1	0	0	0	0	0	0	0	0	0	3	0	1	0	0	0	
4 creativity	0	0	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 ideas about what to do	6	6	0	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	
112. How do you achieve the goals of the activity/club?																									
1 compete more than you cooperate	4	2	3	1	3	0	0	0	0	0	0	0	1	0	0	0	0	0	5	0	1	0	0	0	11
2 cooperate more than you compete	9	8	4	4	3	1	0	0	0	0	0	0	1	0	0	0	0	0	2	2	3	0	0	0	
3 compete and cooperate equally	50	37	12	15	21	9	1	1	2	0	0	0	0	1	0	1	0	0	7	2	2	0	2	2	

Participation Patterns--Athletics (Continued)

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
113. Who leads the activity most of the time?																									
1 all members together	11	11	8	7	11	6	0	0	0	0	0	0	0	0	0	0	0	0	6	3	2	0	0	0	5
2 sponsor or school administrator	16	16	6	6	3	1	0	1	1	0	0	1	0	1	0	0	0	0	3	0	0	0	1	2	
3 activity leaders	32	22	7	6	13	3	1	0	2	0	0	0	2	0	0	1	0	0	5	1	5	0	1	0	
4 committee of members	4	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
114. How many activities do you belong to other than this one?																									
1 none	40	25	7	8	12	3	1	1	1	0	0	0	1	0	0	0	0	0	3	2	2	0	0	1	2
2 one	16	11	8	4	13	3	0	0	1	0	0	1	1	0	0	1	0	0	7	1	3	0	1	0	
3 two	7	9	6	2	1	3	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
4 three	1	3	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	
5 four or more	2	1	0	5	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	1	0	1	0	

Appendix J

Participation Patterns--Military

	NH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
101. Time spent weekly in this activity																									
1 2 hours or less weekly	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1
2 3-5 hours weekly	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
3 6-8 hours weekly	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
4 9+ hours weekly	2	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
102. What would you do with your time if you were not in this activity?																									
1 work at a job	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	1
2 be with friends	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 watch TV	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 help or be with my family	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 have hobbies or other interests	0	2	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	
103. Why did you join this activity?																									
1 to have fun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
2 to learn something new	4	3	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	
3 to make something or provide a service	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	
4 to give an athletic performance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 to give an artistic performance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Particination Patterns--Military (Continued)

	NH						EMR						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
104. How did you learn about joining?																									
1 school counselor	4	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1
2 other member of the club	4	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	
3 school newspaper/newsletter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 teachers and/or administrators	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 club publicity on campus	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
105. What did you need most to become a member?																									
1 interest only--no skills needed	3	2	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	3	0	0	0	0	0	1
2 academic skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
3 athletic skills	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 [illegible]mance/artistic skills	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
106. How do you get to meetings before or after school?																									
1 I would drive my own car.	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
2 I would take a bus.	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
3 A friend or relative could drive me.	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 I do not need transportation.	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	
5 I could not get there.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Participation Patterns--Military (Continued)

	HI						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
107. How much does it cost you to belong to the activity/club?																									
1 nothing	4	2	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	2	1	0	0	0	0	1
2 $1 to $5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 $6 to $10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
4 $11 to $15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 $16 or over	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
108. If you wanted to increase your participation, what would help you?																									
1 lack of money or transportation	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2 other commitments (work, family responsibilities, etc.)	2	3	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	4	0	0	0	0	0	
3 lack of certain skills	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 lack of information or clear directions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
5 lack of acceptance by other activity/club members	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
109. Why do you stay a member of this club?																									
1 personal success	3	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	2	1	0	0	0	0	3
2 trophies, letters, certificates, badges, etc.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 recognition (peers, parents, etc.)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
4 relationships with others	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Participation Patterns--Military (Continued)

	MH						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
110. Who rewards you for your achievements in this club?																									
1 self	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2 parents	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 other members	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	
4 school sponsors	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 teachers and administrators	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	
111. What is the most important contribution you make to this activity/club?																									
1 leadership ability	4	3	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
2 physical strength	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 knowledge or expertise	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 ideas about what to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
112. How do you achieve the goals of the activity/club?																									
1 compete more than you cooperate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 cooperate more than you compete	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 compete and cooperate equally	4	3	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	4	1	0	0	0	0	

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Participation Patterns--Military (Continued)

	MR						EMH						EH						LD						Missing Data
	Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		Anglo		Black		Hispanic		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
113. Who leads the activity most of the time?																									
1 all members together	0	1	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
2 sponsor or school administrator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
3 activity leaders	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	
4 committee of members	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
114. How many activities do you belong to other than this one?																									
1 none	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1
2 one	3	2	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
3 two	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
4 three	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 four or more	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	